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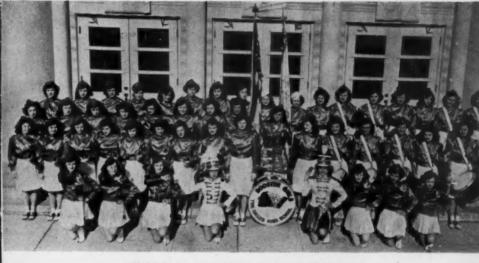
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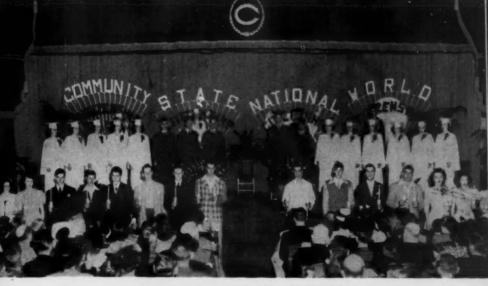
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Girls' Booster Club, High School, The Dalles, Oregon



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# School Activities

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# As the Editor Sees It

More championship trouble. The basketball team of a certain high school in a certain state recently won the "state championship"—whatever that is. Shortly thereafter, the Superintendent of Schools asked the Board to fire the coach for "insubordination" to the high school principal. Immediately a petition from the town's fans asked the Board to fire the Superintendent. At this writing nothing definite has been settled yet except this-irrespective of who gets fired, that school's "champ-ionship" will be outrageously expensive will be outrageously expensive (in terms of the town's educational program) for at least a decade. Champions seem often hard to live with.

And college basketball appears to be headed for trouble, judging by the extent to which teams now play in the arenas of professional sports instead of in their own gymnasiums. This extra-mural trend is in line with the current coach-and-alumni philosophy which has made football "big business." Football got badly out of hand last fall, and on the basis of this year's record, basketball is taking the same route.

The best summary of studies of the costs of extracurricular activities is that of Dr. M. W. Stout in the March, 1947, School Review. Incidentally, Dr. Stout's Rochester, Minnesota, Senior High School has a very progressive activity program. To illustrate with three items: sponsors are paid for their extra work: no admission fees are charged to students, the Board recognizing extracurricular as educational activities, pays the entire bill; and the student council developed, decorated, and equipped a beautiful "Social Room" complete with stage, juke box, soft drink dispensers, and other essentials. It was immensely refreshing to us recently to spend a day in this school.

A number of state and district student council conventions are held in the spring. Perhaps this is a proper time—provided each school's council members and officers for the following term were elected previously so that what is learned at these meetings can be capitalized in the fall.

And to repeat a point we have made be-

fore, and one that apparently still needs stressing—a student council convention is not a vocational conference, and such an emphasis, major or minor, only classifies those responsible as being either unappreciative of council purposes and opportunities, or unwilling intelligently to capitalize these potentialities.

A college could not exist satisfactorily for any length of time without an alumni association. Similarly, an intelligently organized and programmed alumni association should be valuable to almost any public or private school, elementary or secondary. A failure to appreciate the possibilities, and a fear of interference, are the two main reasons why such associations have not developed. Whose fault is it, then, if your school loses? But, more important, what can be done? How? By whom?

We believe that every club, council, or other organized school group should keep a record of its projects, discussions, and other activities, not only for its own use but also for the use of future writers in educational history. And we mean a permanent record, not intelligible scratches on scraps of paper, but neatly typed and bound reports preserved in the school office or library.

Has your student council ever tried a "Beef Box"? This is a small box accessibly located into which students drop, anonymously, their "beefs" about school life, activities, organizations, procedures, routines, etc. These "beefs" are then read, evaluated, and, when possible and advisable, machinery is set in motion to "kill" them. A good idea!

In a recent study of 33,000 Kansas City pupils in grades 5-12, 24% stated that they could not swim, and another 43% doubted if they could swim 50 feet. The Red Cross beginner's test distance is 90 feet. A weak point in our educational endeavor!

Well, have a good summer. We'll be seeing you next fall.

# Training Teachers for ECA Sponsorship

T HE young man or woman preparing to enter the teaching profession today is faced with a bewildering maze of controversial issues and problems. The nationwide campaign for higher teacher salaries, the overcrowding within both colleges and the high schools, demobilization and shifting of population, these and other problems have combined to put us "on the spot". Many of us have personal problems peculiar to our times, such as the readjustment to civilian life, or the care and support of families. It is not surprising then, that comparatively few college students are attempting to enter the teaching field. A profession so unstable, requiring still more years of waiting, training, and adjusting seems a grave risk to those of us who want at least a minimum of security and the chance to exchange honest service for a respectable livelihood.

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One of the controversial subjects which reveals a cross section of the situation in today's schools is the extracurricular program. Because of overloading, poor salaries, lack of training, as well as genuine apathy, many of the experienced teachers we contact speak of the job of supervising extracurricular activities as an unreasonable "extra" burden. To some, the activities program seems to be especially designed to add insult to injury.

In the educational publications and periodicals, various plans are outlined to mend this situation. Certain schools have gone so far as to arrange a system of special compensation for services rendered. Thus the teacher with inadequate salary may find extra part-time work within the school. However, when put upon such a basis, it is impossible to escape the conclusion that the average teacher receiving such extra compensation has not only departed from his professional status, but works for about forty cents per hour. The proverbial evening job as bartender would pay much better.

But the question of compensation is not inherent in the problem of developing a trained personnel for supervision of the activities program, nor will adequate salaries eradicate entirely the aversion on the part of a great many teachers toward extra-class duties. The problem arises

Merle C. Hayes Graduate Student in Education, Willamette University, Salem. Oregon

from attitudes which may well affect the teacher's performance in the classroom as well.

I shall not presume to criticize teachers who are already in the field, or offer a remedy for their difficulties in this regard. It would seem logical to treat this maladjustment in the teacher training program, and thus prevent its further development. Many teachers fail to realize that the response of the pupil to any one classroom subject is conditioned by the relationship of the teacher and subject to the school as a whole, including the activities program and its important ramifications in the life of the community. Leading students of method have stressed the necessity for treating each pupil as an individual. Departmental subjects must find their relationship to the whole child. The teacher who continues to regard his own classroom as the only place in the school where teaching can be done may find that the outcomes for which he strives become increasingly difficult to achieve.

At Willamette University in Salem, Oregon, prospective teachers are being trained to regard their part in the extracurricular program as an opportunity rather than an added burden.

The approach to the problem at Willamette University does not involve an extra course, the "catch" in the solution to most educational needs. Dr. Robert E. Lantz, of the department of Education, seeks to bring about, through the course already offered, an enlightened attitude on the part of the prospective teacher toward the activity program. He does not attempt to develop a separate educational theory for the course. Students participating are admitted as Seniors, or during the fifth year required for certification in Oregon. Thus the activities program is regarded as an important part of the educative process in the school, which seeks to contribute to the same basic objectives as the classroom studies. Moreover, intelligent, wholehearted participation by the teacher in extraclass activities is seen as an important aid to success in instruction.

Under the guidance of Dr. Lantz, his class actually participates in as many extracurricular activities in the University as is possible during the entire year. Every prospective teacher learns the rules and objectives of the major athletic games. The class attends athletic events. An important student body social function, such as a dance or party, is sponsored by the class. A play is directed by a member of the class, with the remainder

of the students making up the cast, em-

phasizing important details such as make-

up, scenery, lighting, and cooperative

group action necessary for such a project.

The play is advertised and presented in

an evening performance on the campus, the proceeds used to finance a subsequent activity. This year the play was presented in a special form and was recorded. An important activity during the sec-

ond semester is a study of the school year-

book. Each student constructs a workable plan for financing the annual in a given school situation, produces a specimen, complete with layout, budget, proposed sources of supply and method of printing. The class also considers the problem of contributing ideas to educational journals by actually submitting an article for publication. A study is made of commencement programs, with emphasis on participation by the whole community. Important clubs and service organizations, such as the Boy Scouts, are studied, so that their part in the life of the school and community may be appreciated.

The activities program is indeed an opportunity, one that the teacher can not afford to neglect. The pupil enthusiasm for significant events outside the classroom, if rightly directed and utilized, may actually lighten the teacher's burden. But first the teacher must partake of the same enthusiasm and cease to regard his

part as an "extra" job.

# **Our Promotion Night**

Nour junior high school, Promotion Night marks the movement of our pupils to the senior high school. The word PROMOTION rather than GRADUATION was selected purposely. It denotes a transition stage, not a completion of an educational experience. In keeping with the accepted philosophy of the junior high school program, a philosophy which places an emphasis on exploration and experimentation, our promotion nights have been opportunities for the boys and girls of the outgoing ninth grade to use their creative powers and talents.

Our observance has never followed the stylized pattern of commencements. Instead of "speakers" with a "message" directed to pupils, whether invited from the community or chosen from among the student body, we have aimed to utilize a large portion of the class, if not the entire group, in the exercises in some activity or another related to them. We have called upon a collaboration of the various departments of the school, so that the total picture will present to the parents and the public a cross section of the junior high school program.

Each year, our program has been the

HERMAN M. WESSEL Principal, Junior High School, Elkins Park, Pennsylvania

result of the planning, thinking, and writing of a committee of ninth grade pupils. At times, a promotion-night club made up of ninth grade boys and girls has been formed in the second semester, which met during one of the regular club periods of the school week. At other times, a promotion-night committee has been selected which held its meetings after the regular school day. But always the challenge of writing and producing the program has been willingly accepted by representatives of the class.

The theme of the promotion night program has to be determined early. This has often taken weeks, even months of discussion and thinking. The pupil's suggestions are considered, discussed, eliminated, and revised until one acceptable to both the committee and the school has been found. Direction in this has been steered both by faculty sponsor of the group and by the principal of the school, for we have held to the belief that what is finally selected must bear some relation to the ex-

periences of the child in school, or to some significant event or incident in the community, or in the world at large in which these boys and girls are inevitably concerned.

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In 1939, for example, when after the fiasco at Munich the Hitler armies began their march, destroying civil liberties of people, the theme of the Promotion Night directed attention to the continuous struggle for civil liberties through the ages. "Pages from the Book of Civil Liberties" as it was called, depicted this struggle in the days of ancient Rome, the battle of the people with King John which resulted in the Magna Charta, the days of the Spanish Inquisition, and finally our own struggle in the establishment of the colonies, ending in the adoption of both the Declaration of Independence and the Constitu-

In the early '30s, when the depression brought some community demand for the abolition of "fads and frills" and a return to the so-called "essentials" of the school program, the promotion night program dramatized the old and new in our school program, with the focus on the inportance of the new activities and teaching philosophy in the total development of the child. On another occasion, the theme directed attention to the exploratory nature of the junior high school program and its preparatory function for the next step in education, the senior high school. various curricula of the latter were described in episodes in an attempt to show the various vocational fields for which the senior high school prepared.

When Pennsylvania and Delaware were observing the three hundredth anniversary of the landing of the Swedes along the Delaware, our program celebrated the significance of these early settlements. In the year of the 500th anniversary of the invention of printing by movable type, our pupils chose to show in dramatic form significant scenes from the life of Gutenberg. In 1937, when the contribution of Horace Mann to education was observed throughout our nation's schools, "The Awakening of Youth" had for its theme the idea that many leaders, both men and women, had their ambition aroused, their vision inspired, and their purpose formulated at the age at which these boys and girls were now leaving the junior high school. In addition to dramatizing a boyhood incident in the life of Horace Mann, similar inci-

dents in the lives of John Sebastian Bach. Thomas Edison, Robert Louis Stevenson, Janet Scudder, and Katherine Cornell were included.

One of the most outstanding programs resulted one year when the committee included a girl who had an unusual gift in imagination and in the writing of verse. Patterning the performance after the morality play, EVERYMAN, this production portrayed the junior high school period as a time in which the essential moral qualities of personality were developing. Using such characters as The Serious One, The Foolish One, The ideal One, and such school personifications as Language, Fine Arts, Music, and Athletics—the program illustrated the activities of the three year junior high school experience and preached the value of the qualities that all teachers wish to see their pupils develop before entering senior high school.

The quality of these performances depended naturally each year on the latent ability and creative powers of those in the class. But always "the play's the thing", for the dramatic urge forms a large part of the drive of junior high school pupils. Each production has been more than rhymes and jingles, verse and conversational lines. There has always been the dance, the work of the physical education department. There has always been the contribution of the music department in song and accompaniment. The shop boys have been responsible for constructing the scenery and providing the stage crew. The fine arts group has designed the sets and painted the scenes. The home economics rirls have planned and made the costumes, if new ones are needed; or of remodeling those which we have accumulated in our costume closet over the years. The work of property committees, make-up committees, and the like has afforded opportunities for many more of the class to take part in these festivities which mark their leaving the junior high school.

All in all, our Promotion Night is a total-school responsibility. On this occasion our pupils and our teachers have felt the oneness of our school. As the programs follow year after year, we become more firmly convinced that this should remain one of the many opportunities which junior high schools must provide through which the creative powers of boys and

girls can find expression.

May 1947

# A High School Alumni Association Can Function in a Big City

CCORDING to the American Council A on Education, in its What the High School Ought to Teach, one of the major weaknesses in the secondary-school structure is its failure to provide for a continuation of the education of its products. "By and large," states the report, "the school bids its graduates an emphatic farewell. The graduate of a secondary school is rare who ever comes back to secure advice or help of any kind."

It has been apparent that the high school staff has felt that its responsibilities to the youth and to the community ended with the graduation from the high school of its boys and girls. There has been little attempt in the large city high schools to encourage constant affiliations with their alma mater. In fact, the high schools have done much to discourage their graduates from returning.

Current discussions of secondary schools have pointed out that schools ought to take the same interest in their products that a conscientious industrial establishment takes in its output. schools ought to be prepared to describe what a young person is capable of doing, and ought to stand by him with advice and assistance until he finds a place in the adult world. If this statement is accepted as defining the proper relationship of the schools to their products, the schools will become at once factors in the social order of a type far more important and influential than they are now, when, for the most part, they merely turn out graduates and abandon them to the hardships of life.

The High School of Music and Art. New York City, is able to depart from the general neglect of the products of longer established secondary schools. It not only advises and assists its graduates after the termination of their courses, but it has embarked upon a most promising educational enterprise in the form of continuous alumni education in the Arts.

The RESULTS of the Activities of the alumni cannot be measured in terms of material gains. The appreciation of the graduates and the results many of their programs are counted BENJAMIN ROWE Assistant Director. N. Y. State Institute of Applied Arts and Sciences, New York City

among the more important intangible acquisitions. Friendships begun during student days are nourished further. New and lasting friendships are being promoted among the homogeneous groups whose interest is primarily in the form and expression of particular arts, and in the cooperation of the members who contribute to the advancement of those arts.

Before the war, every Sunday morning, some sixty to eighty alumni musicians met to rehearse symphonic works under the direction of Alexander Richter, chairman of instrumental music at the high school; while on Wednesday nights, a similar number of choristers prepared choral numbers under the direction of Miss Helen Clarke Moore, chairman of the voice department at the high school. Edward Koehler, then chairman of the art department at the High School of Music and Art, was constantly aiding the art graduate with many problems of schooling, technique, and design. The present head of the department, Miss Helen Hird, continues the same policy.

A visit to one of their rehearsals was necessary to observe the excellent spirit and sociability which pervaded the re-hearsal chamber. The alumni loved to play the symphonic poem, or to sing the melodious chorales. They wished to be with one another for the sake of the musical companionship which first drew

them together.

The musicians did not wish to share their enthusiasms with one another only. They felt that they had an obligation to the community which had provided them with a well-rounded education. The services of the music and art alumni have been used at the annual concerts of the school's Parents' Association. The orchestra has given free concerts at Hunter College, Brooklyn College, over the radio, at charitable functions, at Settlement Houses, and at one of the museums in the city. The

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choral group has likewise sung over the radio and at Bronx House. They received tremendous ovations at the conclusion of numbers at the Parents' concerts at the school.

This school has had a Stowkowski "Youth Orchestra of America." Who knows what the future may have held in store for the musical alumni groups of the High School of Music and Art, had they not been interrupted by the call to arms?

Although a most optimistic picture has been painted of the continuous musical education of the young men and women who have "never left the High School of Music and Arts," difficulties have been encountered. In surmounting the various obstacles, the young people were learning that success in life must be won. In the parent alumni body, in the symphony orchestra, in the choral society, in the art group, they were meeting difficult situations in a practical fashion. The students no longer had teachers to tell them what to do. The teachers were there in a consulting and advisory capacity only. It is a most stimulating experience to observe the men and women of the alumni, devoting themselves fully and most earnestly as active participants in the self-government of their organization. They appear to have learned their self-government lessons well during their student days. But now, the responsibilities are increased. They are on their own.

In orchestra, some of the members desired that one of the objectives be a paid and paying symphony youth orchestra; others wished to continue it on an amateur standing with friendship the dominant theme, and professional musical perfection the ultimate object. The chief difficulty was finance. During the first few years the parent alumni supported their offspring. They were helped somewhat by the kindness of the Parents' Association, as well as by the generosity of the Board of Higher Education, President George N. Shuster of Hunter College, and members of the Hunter College staff.

The players and singers came from all walks of life, from every part of the city. The young men and women worked and studied at the various schools and colleges, and participated in community affairs. They came to rehearsals from home, store, factory, studio, and school. They came from every borough in the City of New York. Some of them were professional mu-

sicians; others participated in church. community house, schools and college musical groups. Others had ceased to play on the outside, and this gave them the opportunity of meeting their musical colleagues. It was expected that the orchestra would need a longer period of training before it became "professionalized." This was easily understandable, in that the graduates of the school upon graduation were not on the same level of instrument technique. Some in their senior year were in the school senior-orchestra; others were in the seventh-term orchestra; and others were in the sixth. Upon graduation, they were all alumni, and in the orchestra all abilities were in the same group. With constant increases in the alumni population, and the improved playing skill of the alumni this situation eventually was righted. One of the most interesting commentaries was that many of the students in the out-of-town colleges strove to attend, and to play or sing in one of the alumni rehearsals when they managed to arrive in town for a few days. Such individuals received permission to join their classmates in their socialized playing.

The art group did not have the same dramatic appeal as the music groups. They could not meet every week as their musical classmates did, but the art students exhibited at the Parent-Alumni Art Exhibit, and they participated in the school student-alumni art exhibits. The art group made plans for a series of exhibits where the work of the art alumni could be displayed. These plans were executed by the alumni.

Some pertinent questions may be raised at this point. How is the alumni association run? Who is in it? How are the officers chosen? Has it any problems? Does the alumni association tend to conduct follow-ups to ascertain if its members have gone to college, to work, to the Armed forces, or are unemployed? Is any attempt made to find out what has happened to the graduates since they received a diploma from the school?

The alumni association was formed in January, 1940, by the officers and representatives of the first graduating class and by a similar group from the class of June, 1940, which was to have been graduated in a few weeks. They framed a constitution, which was submitted to the members of both classes through a mail referendum. The referendum permitted

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May 1947

criticisms to be cited. When nearly two hundred addressed stamped envelopes were returned, it was found that the constitution had been ratified by 99% of the eligible membership. That not one criticism was made of the constitution by these critically-minded youths shows how well the Constitutional Convention had done its job.

The constitution made provision for a transition period of two years during which time more alumni would be added to its rolls. Each of five graduating classes had representation on an Executive Council. After the second year, a complete election of all Executive Council members was held, and the first five with the highest vote were to serve for three years, the next highest vote for two years, and the next five for one year. Thereafter, at each annual meeting new Council members were to be elected to replace those whose terms had expired.

The Council was the governing body. It consisted of the fifteen councilmen, the executive officers, and the class presidents. Each class as it graduated from the school automatically placed its president in the council, and each individual graduate in

the Alumni Association.

The Alumni Association realized that it would grow each year by several hundreds. It made provision in its constitution for the encouragement and establishment of individual class-groups, music groups, and an art group under the general policymaking body—the general alumni association. It provided that the friendships promoted in school should not be lost by mere absorption of numbers into an unwieldy large mass; hence its desire to nourish smaller activities to provide for the socializing aspects of small groups. It encouraged each group to draft its own constitution and to regulate its own affairs, subject to the limitation that nothing in any charter or constitution should conflict with the general alumni constitution. Each of the smaller constitutions was to have such a clause, and a clause containing the provision that membership in the general alumni body was requisite for membership in any individual group. When such a constitution was submitted by representatives of the group involved to the Executive Council of the Alumni Association, it could begin to function as soon as approval came from that body and the proposed constitution was ratified by its

own membership. In that fashion, the Alumni Choral Ensemble and Alumni Orchestra constitutions were approved. Real training and responsibility emerged in the making of these constitutions. No teachers guided them. They, in some cases, departed from the established constitutional terminology.

Nominations for officers are as democratic as possible. Expecting a large organization, the constitution-makers realized that a small auditorium could not provide the facilities necessary to select qualified people who had served the alumni association, or to seek "new blood." Hence a nominating committee of fifteen were to be appointed by the President with the approval of the Executive Committee. This Executive Committee included the individual class presidents of the respective classes.

Additional nominations could be made from the floor at the annual meeting, provided that a petition signed by twenty members was presented. Voting takes

place through the mails.

The constitution made provision for an increasing membership. Such a body could become most unwieldy. Provision was made for the election of honorary presidents of the association subject to the approval of the membership. In the first referendum, the membership unanimously approved as Honary Presidents of the Alumni two men whom they regarded as the "fathers of the school," the former Mayor, Fiorello H. LaGuardia, and Associate Superintendent of Schools, Frederic Ernst. Both men were sent letters to that effect, and each replied accepting the honor. The principal of the school too, was honored by being unanimously elected to the Honorary Presidency.

The amending process, too, is democratic. Amendment may be made by a majority vote of members at any annual meeting or at a special meeting called for the purpose. Such a proposed amendment must have been approved by the Executive Council, or must have been submitted to the Secretary of the Association by petition of twenty-five or more members. The Secretary in such a case must authorize the submission of the question to the total membership. If a majority approve, it becomes part of the regular con-

stitution.

Financing the organization comes from (Continued on page 276)

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# "Good-bye Pencils, Good-bye Books"

SUB-TITLE for this cherry little A title might well be "Little Man, what Now?" Although we boys and girls of vesterday chanted the little verse, given below, as we left our schools in May or June, we actually were going into more areas of trouble and worry for parents than the entire school year had offered. I can't resist quoting the said verse-"Poem", as we called it. It was:

Good-bye pencils, good-bye books, Good-bye teacher's saucy looks; Throw your papers down the well, Tell the teacher (etc.)

And then we proceeded to engage in a career that included smashing our bare big toes, cracking our heads upon rocks in the creek, stealing apples from the neighbor's orchards, and holding stonethrowing contests to see how many windows we could smash in the big hothouse down the street. Our efforts did little to make mother's summer peaceful or serene.

Public schools can do much during a year to prepare boys and girls for the long period of idleness which awaits them at the end of the school term. Physical education, industrial arts, home economics, the club program, and the guidance program certainly should offer much to those youngsters who need a fund of entertainment and activity in those months. Much of this teaching has not been directed toward the summer months, however, so that two schools which the author has headed in the past few years have presented very special guidance assemblies, constituting a guidance unit entitled "The Summer Ahead of Us." This unit, consisting of three special assemblies held in May, attempted to focus the pupils' attention upon several of the more important considerations that might promote a successful summer for boys and girls.

Coming at the fag end of the year, as they did, the assemblies presented the problem of creating and holding interest. We tried to do this, and at the same time hold to the requirements of authenticity, spontaneity, and group participation. To meet each of these conditions we adopted a definite plan within the whole program:

First. One or more well-known and respected authorities were employed to bring to the discussion the ring of true-

JAIRUS DEISENROTH Counselor. Central Vocational High School, Cincinnati, Ohio

ness and usefulness.

Second. The panel discussion method was used to bring out the main points of the topic, and to give certain representative pupils the opportunity of working out a discussion in the presence of the school.

Third. About one-third of the time was devoted to hearing and answering questions from the pupil audience, which gave the programs a democratic touch.

The three assemblies usually were welladvertised before presentation. This gave the boys and girls some advance knowledge of the topics they would discuss.

Then the panels were chosen, selection being made from leading pupils of the school; a star athlete, a leader in student government, a book-worm, and a popular, good-looking girl might all be on the same

This panel met with the faculty leader in one or more group conferences, at which times decisions were made as to how much ground to cover and which topics to stress. Then, just before this particular panel was to do its job, a check-list of the suggested topics was given each member. He was told to bring up these topics, or any other topics, so long as he kept the discussion going. Much of the responsibility rested upon the faculty leader, of course.

We began each assembly in the sterotyped manner familiar to our school—the Pledge of Allegiance and a song. Then the principal would introduce the participants, thereafter sitting with the audience and taking part in the discussion only on the same basis as applied to the boys and girls. A pupil chairman conducted the program from then on.

Our faculties considered only the three topics that seemed best to fit the needs of the boys and girls of the communities served. Other communities and other pupil groups might require different treatment. Our three topics, which did not change excepting in details, are listed be-

First Meeting — Topic — "Health and

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Recreation in the Summer"

Outside Speaker — a person well-trained in the subject matter—public health nurse, YMCA worker, doctor, health official.

Faculty Leader—a member of the physical education department, or one man and one woman from the department.

Topics Considered—Accidents, general discussion, and special application to summer accidents—suggestions for simple first aid; summer maladies, including ivy and one woman from the department. digestive troubles, and other typically summer troubles.

Health progress, including the reminder to have dental, eye, throat, and other remedial treatments; suggestion of the desirability of a complete health check be-

fore school opens.

Recreation, a definition of the word; application to summer activities; caution about over-doing things, such as games, sports, late hours, consumption of valueless beverages, smoking. Appeal to boys to condition themselves for fall and winter sports. Pointing out the recreational facilities of the community, nearby Scout and "Y" Camps, church summer camp conferences, and special community excursions.

Second Meeting-Topic-"Citizenship

in the Summer"

Outside Speaker — Chief of Police, youth worker, or other well-liked public official.

Faculty Leader—the civics teacher, if he or she is popular with the boys and

girls

Topics Considered—Legal viewpoints, including instructions regarding tresspassing, damage to property; railroad and other danger spots for boys and girls; laws regarding pets and farm stock; fishing and hunting laws, rules for bicycles, safety pointers.

Neighborliness, respect for the health, safety, and goodwill of the neighbors; opportunity to show good home training; the "good turn" in community affairs; participation in community fairs, parties, patriotic events, clean-up campaigns, and

other activities.

Third Meeting-Topic-"A Job for Me

This Summer?"

Outside Speaker—the superintendent of schools, or other person who handles work certificates. A second person should be chosen, preferably a well-known house-

wife and community leader who can speak with authority upon the subject of mowing lawns, baby-sitting, and housework.

Faculty Leader—the counselor, dean, principal, industrial arts or home econom-

ics teacher

Topics Considered — Working certificates, and the rules concerning same; kind of work to be done in summer, including an analysis of past summers and a prospectus of the coming season; how to find a job, with reference to personal appearance, courtesies, methods of looking, suitability for the job. How to please the employer, stressing punctuality, thoroughness, keeping promises, trustworthiness, care of tools, keys, furniture. Finally, the extreme importance of realizing that much work can be done at home, either as a service to the family or for pay.

We found that in a larger auditorium a good microphone was invaluable, and gave an added importance to the occasion. Where we had the gym-auditorium scheme of building, we placed the table on the gym floor, close to the tier of seats. Many adaptations can be made to fit the type of auditorium or assembly room available. Around the conference table we usually placed national and school flags, for back-

ground and atmosphere.

Many of the organizations which can help such a program will have literature to distribute. We found that Boy Scouts, Camp Fire Girls, Girl Scouts, YMCA and YWCA all accepted the privilege of presenting their programs through the medium of their publications, which were placed upon a display table and offered to the pupils after the assembly was over.

There were immediate results coming out of the assemblies. The high interest shown by the members of the listening audience when it came their time to ask questions and make comments, was one indication of this interest. Then, too, the fact that our guests and faculty were plied with questions after the assemblies gave us much satisfaction. Longer term results are not subject to quantitative measure, but we have felt all along that the teaching should certainly prove as successful as any other teaching in the school, and possibly more so.

This type of program can be of great value to a public relations program, too, because of the contacts made with the men and women of the community. They can

(Continued on page 284)

# Preadjusting the Student

In the minds of those who have gone from high school to college, there always remains the memory of the tremendous adjustment they were forced to make. Less vivid in their minds, but nevertheless great, was the adjustment between grade, or junior high, and high school. The latter problem is the more important in that it involves a much larger number of students and occurs at an age when the student is already involved in the many and varied adjustments of adolesence.

These new students are temporarily lost in the face of new situations. Many of these difficulties which confront them may be cleared up by the proper "preadjustment", if a little forethought is used on the part of administrators, guidance

personnel and student leaders.

The officers in the student government organization are closest to the problem. These student leaders are still conscious of the difficulties they experienced and of the questions they needed to have answered when they first entered their new environment.

With these facts in mind, the Student Council at Towson approached the situation by listing questions they felt should be answered for the new student. Among

those questions were:

(1) What are the students like?

(2) How big is the school?

(3) What extra-curricular activities are available to me in the school and how can I participate in them? What are the requirements?

(4) What will I do the first day?

(5) How can I find my room? These questions were drawn up after considering the fact that the students had already signed for courses under the direction of their teachers.

Armed with such questions from their experience, the Council prepared a form letter to be sent to all new students of the school, answering all the questions which could be answered in a form letter—a description of the building, its activities, the Student Government, the activities tickets, etc. These letters were mimeographed for distribution to the "feeder" schools during the last week of the school year. To stimulate in the minds of the

Maynard B. Henry Sponsor of Student Government, Towson High School, Towson, Maryland

students a feeling of becoming a part of a definite organization and of the traditions which it represents, these letters were placed in the hands of two student leaders of the graduating class. When a suitable date had been set after a conference with the principal, each school was visited by the representatives assigned to that particular building, who presented each student with a copy of the letter welcoming him, went over the letter with him, and answered any questions that arose.

Such letters, of course, cannot possibly answer "What do we do the first day? or "Where do we go" for each person, and so, following the directions in the letters, all new students assembled in the auditorium on the first day of school, having been directed there by monitors who had previously been assigned to the positions. There they were directed to a table where members of the Student Government Association were prepared with alphabetical lists of homeroom members. The names were located, and the new students were assigned to alphabetically arranged seats at the sides of the auditorium, one group for each homeroom of incoming students. After a sufficient number had been assigned, the new members were conducted to their homerooms by other members of Student Government Association. the they received their schedules, which had previously been prepared and which contained assignments for individual classes and periods. New students from the upper years who had not previously been enrolled were directed to a table where the Assistant Principal interviewed them, assigned them to rooms, and prepared temporary schedule cards to be used till transcripts had arrived.

During the course of the first few days of school, members of the Senior English classes were assigned to conduct members of the various first year classes on a tour of the building, pointing out and explaining to them the functioning of the cafeteria, library, shops, securing of absence

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and tardy slips, arrangement of rooms, etc. Since the cafeteria was first on the list, and the tour was held during the first morning, it permitted the students to follow the usual lunch-time procedures with no interruption in the smooth functioning of the monitorial force during the regular lunch periods.

This tour was followed on several succeeding days by oral reports by members of the same English classes and by discussions of any problems arising during their time in school. Due to the fact that students were in charge of these discussions, all new members felt free to ask questions, and the plan was found to be exceptionally effective.

On Friday of the first week a special assembly was called for all new students, regardless of year. At this meeting, presided over by members of the Student Government Association, an informal speech of welcome was given by the president of that organization, who then presented the leaders of the various school organizations, each one explaining briefly the work of his organization and offering help in any new situations which concerned the group. After this, the president outlined what new members could expect from the school and what the school expected of them. This meeting was then followed by a question-and-answer period in which questions could be directed to any of the representatives present.

All incoming students were unanimous in their praise of the entire program and have responded by fitting into the school routine with almost a complete absence of the usual "lost" students, and, more important, a marked decrease in the number of withdrawals during the first few days of the term. Our problem has been to increase the percentage of students who continue their education on the secondary level. Student Government officers can be of definite help in handling this problem.

### A High School Alumni Association Can Function in a Big City

(Continued from page 272)

annual dues of 50c each, recently increased to one dollar. The graduating classes usually leave any remaining surplus to the alumni association. In that way, the association received from one class close to \$100 and from another class, \$1.00. The alumni financed the orchestra and choral

ensemble groups from these funds during the organization stages of the respective groups. It conducted socially successful dances during the Easter holidays when most of the out-of-town college students were home for the school vacation.

Since most of the alumni are engaged in daytime pursuits, the faculty representative has arranged for a student staff to handle all alumni affairs, which are cleared through a central alumni office in the school. The alumni are encouraged to write for information; they are kept informed of school concerts, exhibits, alumni activities through a bulletin which is mailed to them frequently from the alumni office. The faculty representative, too, serves as the coordinator of all the various groups, individual classes, art, orchestra, and choral ensemble. Possible conflict of dates and affairs are thereby avoided.

The day before Christmas has become traditionally established as home-coming day for the alumni. The principal of the school has appointed a faculty committee to work with the alumni and a senior class committee for making this day pleasant and worthwhile. The senior classmen act as hosts, and present a play or dramatization in the school assembly for the returing alumni. As much of the school as can crowd into the school auditorium tries to witness the senior presentation in honor of the alumni. The school General Organization generously contributes Alumni Day a sizable amount for refreshments at a reception tendered to the alumni by the students and teachers.

An accurate check-up on addresses is made yearly. New Yorkers are a "moving people." The keeping of accurate addresses of our membership, although relatively a small matter, is important if the school is to keep in contact with its sons and daughters.

The war caused the alumni orchestra, chorus, and art groups to suspend activities, but an interim executive council functioned effectively. With peace, and some degree of return to stability, the alumni association is in a process of reorganization now and is regaining its place as a real part of New York City's High School of Music and Art.

Renewal orders for educational magazine subscriptions should be placed early.

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# How an Assembly Committee Grew

E can not begin to tell you the whole story here, but perhaps you would like to learn how a student assembly program committee contributed to the growth of a new spirit of unity in our high school—how such a committee created a better understanding between students and faculty members and helped to raise school spirit and student morale to a new high level.

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We must turn back a bit and begin this story with the autumn of 1944, when our new administration, after a year of quietly observing and getting thoroughly acquainted with a situation which to him must have seemed appalling, just as quietly and unobtrusively put into action plans designed to improve the situation. student council, which had been discontinued, was reorganized. Various committees, each headed by a member of the council, was made responsible for various activities. Mary Kate, a senior girl, was appointed by the council as chairman of the assembly committee, with instructions to choose a faculty sponsor and to appoint committee members representative of all classes in the high school.

According to the books, Mary Kate made her first error in selecting me for her faculty sponsor, for I am lacking in just about all of those qualities of particular value in preparing assembly programs—no artistic ability or training, no musical ability or training, no particular training in dramatics or public speaking. About all I did have was a recognition of an urgent need to do something about those assembly programs, a vital interest in arousing the spirit of the student body, and faith in the ability and willingness of young people really to do things if given a little encouragement and guidance. Thus we started out-Mary Kate to select committee members, not particularly talented people but enthusiastic and willing workers, people with ideas if possible; I to do some really serious thinking about what might be done.

A week later we had our first assembly committee meeting, with Mary Kate in charge and the faculty sponsor occupying a chair in the back of the room. The meeting rapidly deteriorated into a "gripe"

Mary Winters Smith Faculty Sponsor, Assembly Program Committee, High School, Sewickley, Pennsylvania

session, most of which was fully justified but which did not seem to be getting us very close to producing anything better in the way of programs. A little guidance appeared to be in order and so, at my suggestion, "gripes" became a list of things to be avoided. Heading the list of things objectionable were two hymns which, while beautiful within themselves, through constant usage had lost much of their appeal; ticket selling next; discipline and announcements next.

Then some of our complaints became suggestions for things we would like to do. First on this list was to increase the number of students participating in programs throughout the year and to vary our programs considerably, making seasonal holiday programs suitable to the season. We planned to encourage greater participation in assembly music by selecting students to lead choral numbers and by having the words of songs thrown on a screen whenever possible. Next we would insist that each program be developed around a central theme, and that it be well prepared so that it might move smoothly, with confusion reduced to a minimum and with no interruptions. From these suggestions, we drew up and listed a few general guiding principles: (1) that the function of the assembly committee was to plan and arrange assemblies, rather than to take part in them: (2) that programs for the first semester should be tentatively planned as soon as possible; (3) that a tentative plan for each program should be typed and submitted to the office for approval several weeks before the date scheduled; (4) that a talent questionnaire should be drawn up and filled out by the student body at the next scheduled homeroom program and the returns tabulated by the committee; (5) that we should set up criteria by which to judge the programs; (6) that our committee should have a secretary, whose duties would include (a) keeping records of our meetings, (b)

keeping on file the tabulations of our questionnaire, (c) keeping copies of each program presented along with our cumulative judgment and criticism, and (d) writing for materials which we might like to secure; (7) that in so far as possible we would develop our own programs, rather than use ready made "canned programs"; and (8) that good order and attention in assembly would be depended upon as a result from good programs well presented.

Gone were the "gripes", transformed by volatile youth into ambitious plans—still very much up in the air, and, as I knew only too well, likely to sink deeply and be lost forever in a quagmire of disappointment and defeatism, unless converted very soon into some concrete evidence of success in attaining at least some of these aims.

Our most immediate problem was an installation service for the newly elected student council scheduled for the next week. A traditional installation program still existed from the days before the student council had been discontinued, but some parts were unsatisfactory. It was decided, due to pressure of time, the faculty sponsor and committee chairman would meet with the officers of the student council and try to work out a more impressive service. Each member of our committee was given a schedule of coming programs, with instructions to put his mind to work on suggestions and ideas so that we might really make some definite plans the next week. Thus our first meeting adjourned in a spirit of eager enthusiasm.

That first semester promised to put our theories to a severe test, for all of the dates scheduled happened to be "special days" and due to war conditions of unusually serious import—Armistice Day, Thanksgiving, Pearl Harbor Day, and Christmas coming in rapid succession. Our only free date, in mid October, was a special request to be given over to furthering the Red Feather Drive. This may not sound so alarming to the reader innocent of the fact that the prevailing impression appeared to be that our student body wanted only something "funny" -that they would be bored by anything of a serious or inspirational nature. For that reason, as well as for the future dignity and value of the student council, we felt that this installation service was of

great importance and that spots likely to cause an undesirable audience reaction should be eliminated.

Tradition had student council members file down the aisle—each to light a candle from a single candle on a table in the center of the stage, walk off stage, extinguish the candle, and return to his assigned place on the stage. Candles were lighted awkwardly or wavered and went out. Individuals were often greeted by laughter or by applause from groups of their special friends, thus establishing a poor atmosphere at the very beginning of what should have been a beautiful service.

A few minor changes corrected those first impressions. The hymn, "Holy, Holy, Holy", sung by the entire assembly but led by the choruses massed in the center front of the auditorium, served as a pro-The student council members cessional. proceeded at once to their places on the stage. At the close of the hymn, they received their charge from the high school principal. Then the spirit of Sewickley High School, a senior girl in flowing white robes carrying a tall lighted candle, appeared. She in turn reminded these newly elected representatives of what went into making the spirit of Sewickley High School, and of their solemn obligation to carry on and further the ideals and traditions of the school. After a solemn choral speaking response to her charge, the council members were invited to come forward and light their candles at her flame. When the last candle was lighted, a boy with a beautiful tenor voice, sang "The Lord's Prayer", followed by the Alma Mater by the entire assembly. The curtain was drawn and the assembly dismissed. one had laughed; no one had applauded; but there was a hushed silence throughout the auditorium during the entire service. The student council was pleased, the faculty was pleased, and subsequent comment proved that the student body was pleased.

Perhaps this slight success gave us the encouragement we needed to go ahead with the plans for the coming special days. The Red Feather Drive program was given over to the committee in charge of that drive, with our promise to help in any way we could. This gave us a little breathing space in which to make our plans. Armistice Day had us worried, for, under the circumstances, what could it be but

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In our discussion someone mentioned rather longingly something about a political meeting. Well, why not? It was a presidential election year, occuring only once during one's high school experience and with election day falling very close to our scheduled assembly. Now here was a chance to prove or disprove one of those student "gripes"—"we are not allowed to do anything we really want to do".

I had sufficient faith in my administration to suggest sending someone down to the office to present our idea, with a request that assembly be held the first period on election day, to be followed by a real election if Mrs. W-, the P. O. D. instructor would help us out. Our messenger returned in a few minutes not only with permission but with high commendation for the idea. A sub-committee was then appointed to interview Mrs. W. and work out the details. To say that Mrs. W--- co-operated would be a grave understatement. She had her P. O. D. classes select several major issues, accepted volunteers to represent each side on each issue, supplied them with materials, helped them with their speeches, and let her classes set up election booths, with real ballots, election board, watchers, and everything that goes with a regular election. Assembly was held first period, with a senior boy as chairman of the meeting and with the band furnishing appropriate music. The chairman explained the nature of the program and the plan for voting. The only attempt at discipline was to have him remind the students that, regardless of personal views each speaker was entitled to present his, or her; side of the question and was entitled to this courtesy from the audience. The audience was enthusiastic, but at no time did disorder of any kind develop. Most students took advantage of an opportunity to cast a vote. Faculty reaction was to suggest that such a program and election become a part of our school program each presidential election year, and some members even suggested that it be done every year.

In the meantime, plans were moving forward for the Thanksgiving and Christmas programs. For Thanksgiving we planned a Thanksgiving Song Service and took this opportunity to try out our idea of having words for songs thrown on the screen, with all of the choral groups massed in the center front of the audi-

torium. This, while it upset the seating arrangements, made a great improvement in the music. At the suggestion of a committee member, we invited a local minister, newly elected to our school board, to give us a Thanksgiving talk. Someone recalled from grade school days an occasion when a group of negro children had sung spirituals. A leader among the negroes was called in and told the type of program we had in mind. She was asked if she thought she could, in co-operation with Mrs. H---from the Community Center, select a group of negro students who would be interested in preparing and presenting such a number. This group could, of course, have been selected and trained by our school music teacher, but since she was already very busy with the Christmas music and other choral numbers for the same program, here was an opportunity to establish relations with the Community Center and let them see what we were really doing. Mrs. H---- and Evelyn together selected a group of some twenty young people, who entered enthusiastically into the spirit of the occasion, thus establishing a cordial relationship and a better understanding between the school and this local organization, as well as contributing a beautiful and worth-while addition to our program.

For our Christmas program we selected a Christmas cantata—"The First Christmas." Here again we sought the active cooperation of faculty members and of the organized choral groups. Miss S----, head of the music department, approved our choice, suggested the addition of certain beautiful Christmas music, trained choruses as well as smaller choral groups and soloists, and cooperated with us in producing the staging and lighting effects we considered desirable. The Home Economics department gave us suggestions for costuming, purchased materials and helped individuals in designing and making their costumes. The Physical Education department contributed dressing rooms and make-up artists. Through the combined efforts of all these groups, we not only succeeded in staging a quite ambitious and very beautiful Christmas program but also succeeded in bringing to the student body the realization that in any worth-while undertaking they could depend upon the sympathetic and understanding cooperation of the faculty.

The administration chose this psycho-

logical moment, just when we had our plans well under way, with every one working with us and for us, to impress us dramatically and vividly with his faith in the abilities of our young people. A student council meeting was called, with the faculty sponsor of the Assembly Program Committee invited. A bond drive was in order-a drive which was to be a vitalizing and unifying factor in the growth toward a really high level of school spirit at Sewickley High School, inspired by the faith and trust of an administrator who, where we measured our ability in terms of hundreds, spoke to us, not in terms of thousands but of tens of thousands of dollars—a jeep for each home-room! Our task was to produce an assembly program on Pearl Harbor Day to climax this project.

Here was an opportunity and a challenge for us. With three major programs already under way, what could we do to produce a program sufficiently worthy to justify this great faith in our abilities? The idea which came to us was, rather than a sales promotion program, a dedication service, dedicating a jeep to our boys in each branch of the service. It seemed fitting and proper that the first jeep should be dedicated to the memory of those of our members who would not return. Thereafter, each room to attain their goal should have the privilege of choosing the branch of service to which they wished to have their jeep dedicated and to choose a member of their group to dedicate it. This plan was approved first by the office and then presented to the bond committee, for, in order to make it possible, they must really sell some jeeps.

If ever a program went forward on faith, this was it. Since the bond drive was a school effort, it seemed essential that this be a school program, with every one participating, and it seemed logical to make an effort to feature the boys. The plan evolved to have the boys march into the auditorium behind the flags, singing "We'll Rally Round The Flag, Boys", and to sing several of the dedicatory numbers, for which we had chosen the songs of respective branches of the service. The consensus of opinion seemed to be "you'll never get the boys to do that"—so again we went on faith.

We felt that we could not add a further burden to the music department, and so a senior boy was asked to select some boys to make a small all-boys orchestra, to select and buy the music we would need, and to rehearse his orchestra in the playing of it. When they were ready, we would call a meeting of all boys and be ready to go ahead with a rehearsal in case they were willing to participate in the program. Meanwhile, the commercial department prepared mimeographed copies of the words of all the songs we planned to use. Our little orchestra entered into the spirit of the plan enthusiastically, met at lunchtime and after school, so that within a few days they were ready for this first rehearsal. Two hundred or so mystified boys filed into the auditorium somewhat jubilant at having been excused from class on any pretext. The boys justified our faith by greeting our idea with eager enthusiasm, which was heightened still further when they were told this was all to be a big surprise to the girls, that they would be given school time for rehearsals, and that one of their own number would lead the singing. They were asked to choose three of the dedicatory numbers to sing alone; "Anchors Aweigh", "The Marine Hymn" and "The Army Air Corps" proved to be their favorites. The girls, all of whom were to be seated in the balcony, were to join in the others. I might add here that only two other rehearsals were necessary, so that not much school time was lost.

The girls could not be left out of such an important affair, and so we suggested that girls be chosen to dedicate the jeeps and also to give a final report for each homeroom. We wanted that first dedication to be something special, and so we decided upon a girl's chorus singing "God Be With You" from the center balcony, followed by "taps". A senior girl, an excellent music student, was called in and told what we wanted. She accepted the responsibility for selecting a hundred girls and for training them. At her suggestion, they sang a-cappella, and did it beautifully. They had to have their secret too, so the boys were in for a surprise. The boy that was asked to sound taps, suggested that an echo from the rear of the balcony would add to the effect, so his idea, too, was adopted.

In the meantime, bond sales had been going forward so rapidly that we had not only a jeep for each branch of the armed forces, but two light planes as well, which we decided to dedicate to a quick victory

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# There's No Place Like Homeroom

HAVE been asked to show how I attempt to know the pupils in my home room. I am sure that most teachers at some time or another used the methods that I shall mention here. It is obvioius that one method might be effective in one home room and a complete failure in another.

There are some mechanical devices in the school routine which are so common that their importance may be overlooked. At the first meeting of my home room, each student rises, introduces himself by giving his name, classification, and course. This helps all of us to get acquainted with

one another more quickly.

A careful inspection of the previous term's report card shows at once the schoastic picture of my home room. The attendance record on the report card is especially valuable to indicate immediately those who need to be watched and checked on because of their previous record of ab-I am always grateful to any senteeism. former home room teacher who passes on to me any information about the student at the very beginning of the term. course, as soon as the personnel cards are available, much more information may be gained—especially about the family background, the school activities, the six character qualities (ability to get along with others, industry, reliability, personal appearance, courtesy, and leadership), and the vocational plans of the students.

The saying that "the wheel that squeaks is the one that gets the grease" is all too true in a home room, for we get to know better than the rest those who are mischief-makers and truants. The methods in dealing with these boys and girls vary.

May I give an example?

For three consecutive terms in class and one term as a home room teacher I have struggled with a boy whom I shall call John. Sum up all the careless, thoughtless, irresponsible acts any of your boys might do—but not in a vicious way—there you have John. Reprimands, scoldings, detentions, quiet talks, conferences with the head teacher at our Annex, with the head of the Latin Department (for I was teaching John's Latin class), visits to school from both father and mother—all having only temporary results. John was a born

Beatrice Evans Teacher, Eastside High School Paterson, New Jersey

show-off and he loved to clown. As a repeater in a class of entering freshmen he was in his element, especially in the room which we in the Annex have dubbed the "Goldfish Bowl." John loved to eat any-time, anywhere. One morning I ignored for some time this urge to eat, until the source from which he took his sustenance fell on the floor in crumbs—a bag of pret-With my patience at the breaking point, I appealed to the head teacher. He asked John to take the vacant seat in the back of the room, and told the class to permit John to do anything he wanted—to stand on his head, roll on the floor, even eat his lunch. From then on John was as meek as a lamb in that class. When the opportunity to be a show-off was given, it wasn't quite so appealing.

Do not think that this was and is the end of my problems with John. There were other incidents of a different naturemore conferences, more visits from parents, more weeping, and unfulfilled promises of a better boy tomorrow. Only by constant prodding and an unrelenting, unrelaxing effort to make John toe the mark in every respect, have I seen an improvement, ever so slight. Right here I cannot stress too much the value of seeing the parents of our pupils. The Freshmen-Parents Night, the Parent-Teacher Conferences each term, or any individual conferences give us an invaluable opportunity of knowing facts about our pupils which oth-

erwise we might never know.

A friendly interest in our pupils often opens up many channels for information. An apple for the teacher in reverse—a compliment about a smart article of wearing apparel or an old or interesting object the student may possess leads often to points of information. When we sign excuses which explain about illness at home, it is amazing how students often volunteer to tell about home conditions—just for a bit of sympathy. This was brought home to me very forcefully last term when a freshman girl was in my study class. She might well have been in my home room. She was most annoying—always late, al-

May 1947

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ways forgetful of her belongings-you know the type. Then during the course of conversation in a detention I heard her story. The father owned a tavern. The mother ran a tavern. The child saw her mother only on Sunday mornings; her father seldom and then under the influence of drink. Tenants provided her meals. Because she was alone evenings, she became a baby-sitter, just to be away from her home. These were her exact words. "Miss Evans, I hate liquor. When I grow up, there won't be a drop of that terrible stuff in my house." That child needed sympathy and understanding. How differently I might have treated her shortcomings if I had known her background! Believe me, if we were to know the unpleasantness, the harsh words, the sadness and the worries that many of our students leave behind them, when they come to school in the morning. I feel sure that we would try to make the first few minutes of their school day as peaceful and helpful as possible.

I regret that I know least of all the quiet unassuming, reserved type of student. To

know this type of pupil we have to find a basis for common interest. A few terms go I had a boy in my home room whom I just couldn't seem to get acquainted with -a good student but rather shy and reserved. One day I happened to notice that he was wearing a new pair of good-looking moccasins. I remarked about them, as he left the room. He told me that a Maine trapper had sent them to him as a birthday present. Then ensued interesting talks about Maine—a subject common to both of us. Later during some opportune time in home room he gave a talk to the group about some of his experiences with his father on fishing trips in Maine. A point of common interest had made me and also the home room know this boy better.

So often I feel, and I know you do too that the accomplishment of the hundred-and-one things a home room teacher is called upon to do becomes a humdrum chore. It is only in knowing a home room as individuals whom we can help and interest that this normally tedious task of a home room teacher becomes more inter-

esting and fruitful.

# It's Everybody's High School Play

great deal has been published in the last year or two concerning aims ideals, materials, and procedures connected with dramatics and play production in public high schools. Much of it contained sound and helpful advice that could well be very useful to the teacher assigned the task of directing the school or class play, but, speaking from a background of professional stage experience, ten years work with high school dramatics, and a master's degree in educational psychology, I cannot help but wonder about the advisability of some of the suggestions.

Take, for instance the selection of a play. Anyone who has had anything to do with dramatics on any level will, probably without exception, agree that careful play selection is of prime importance. The difference of opinion arises in defining what is meant by careful selection. A past record of Broadway or Stock Company successes is not necessarily a recommendation for a play that is to be used for high school people. High School people are not

Celia E. Klotz Instructor, University of Idaho, Moscow, Idaho

professional actors, and a play that depends upon superior acting is not high school material. I am sure all of us who have worked among high school people have seen many miserable attempts of student actors trying to master material beyond their years and abilities.

Plays that depend for their humor upon risque' lines or situations may be a grand success when put on by a stock company, but they are worse than a poor choice for teen agers. If attempts are made to cut objectional situations, the play is definitely a play butchered by amateur script cutters; if it is not cut, the students are being drilled for from four to six weeks on the very type of sophistication that extracurricular activities and student teen-age clubs are organized to prevent. Could not the suggestion-"get a good play" be more universally interpreted to imply the following?

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TES

 Know your town or your community, know and respect its idiosyncrasies and taboos.

Know the group available for casting, before the play is selected.

3. Select the play by reading a lot of plays, until one is found that seems to click with your own situations, rather than by press reports or by the fact that a high royalty is charged. There are a lot of good plays published especially for high school people. Some have royalties and some do not. Frequently these plays will be a better choice for the student play than the so called best literary pieces.

Recent trends have been away from making the high school play an all-school production. Formerly the evening opened with selections by the high school orchestra, thus offering this musical group a chance for a public appearance after they had worked up two or three selections, not withholding this encouragement and reward until they had enough for a full evening concert. Between acts, other high school groups, such as the glee club or even the tumbling team, furnished an interlude, giving still more pupils a chance to take part and feel it is their show, and therefore their own school. At present, this is considered poor form. Even now I can hear adverse criticism of drama majors aghast at the thought of such crude It takes the mind of the interruptions. audience away from the play, they say. Perhaps this is true, where the story of the play is the end of the show. school people, however, are not professional actors, and the high school play is not a professional show. I wonder if it should be. Personally, I have yet to see an audience at a high school play that was deeply engrossed, or even more than mildly interested, in the story of the play as such. They didn't come to see a play, they came to see their Johnny or their Jenny or the kid next door. Chances are that if a poll were taken it would show very few in the audience who were not related to, or personally acquainted with, some member of the cast.

If this is true, and in most cases it is very true, more people taking part means more box office receipts, more whole-town interest with its unifying effect, and more students benefiting from the experience of a public appearance.

The argument arises, Does this make the evening too long? It need not do so. Keep each unit of the program, including the play, reasonably short. Select plays with one stage set and cut the time of scene change, shorten and condense the wait when nothing is happening. If the play is to be justified as a tool of teaching, it should not be an end in itself, but a device for experience for the boy or girl. Should it then be closed to all except a chosen few?

The tendency in some schools to use the same actors over and over, as plays are cast, makes the job a lot easier for the director, but in a public school the opportunity for this very valuable training should be available to more than just this few. Larger schools can, as many do, have a superior and a beginners dramatics group; the beginners group is open to anyone interested, and the superior group selected through merit. Opportunity is furnished, however, for real training and real experience even for the beginner group. I have seen a system where this group put on short one-act plays of one half to three quarters of an hour. This was followed by dancing until nine—a nice evening for even the timid misfit group that may otherwise be ruled out of participation in school functions because they do not have a date or do not dance. Such short plays, put on at intervals throughout the year, could offer a chance for a wide group of students to participate.

This idea of everyone who wishes taking part will also be criticised. What if people who want to act can't act? Surprisingly enough, there will be very few who want to act who will be hopeless. For them there are always bit parts, if play selection is made with them in mind. Somehow likes and accomplishments have a way of running parallel. The cockeyeness of the too sure "good" actor who is a veteran of many plays and the grateful diligence of the fellow longing for a chance also contribute a balancing factor. What if every play is not a peak success? Is the value of

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the activity entirely in the success of the show, or is it valuable in the training it offers?

Too frequently the teacher directors themselves have taken parts, frequently leading parts, arguing in favor of the success of the show. What kind of training is that? If no student was available for the part, the play selection was wrong.

High school dramatics offer wonderful opportunities and wonderful memories for high school people. These are public schools, let's pass the honors and opportunities around.

"Good-bye Pencils, Good-bye Books"

(Continued from page 274) not help but be impressed with the effort made to give a carry-over value to the

school's program.

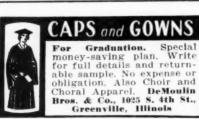
And this type of unit can be used in other situations, too. We have had sucessful units preceding a basketball season, wherein the effort was to teach sportsmanship. Out of these units will come homeroom programs that will be of real interest to the boys and girls. Articles in the school papers, debating subjects, and themes readily lend themselves to this type of program.

"If there is any single force that will end wars, abolish poverty, and race hatred, America has always believed that force lies in education."

-Philip Murray, Pres. C. I. O.

Dr. Gerald Sebeyor of the University of New York discussing education says: "The businessman who reads good literature will find that his brain is on the alert. He will become less and less dependent upon the opinions of others, for he will have acquired a store of information upon which to base his judgement and a method by which he may solve his problems. Education is merely training the mind to do individual thinking, a rare accomplishment characterizing the leaders of a people."

—Character and Citizenship





# Assembly Programs for September

The school term of 1947-1948 will be the fifth year for the present series of articles on assemblies to be published in School Activities. For the first two years the articles consisted mostly of general suggestions and ideas which those in charge of assemblies could consider in planning a series of unified programs to be presented throughout the school year. During the third and fourth years the articles were published, more schools began sending in accounts of their best programs, practices, and policies. This cooperation on the part of schools has been of great help in bridging the gap between theory and practice, and it has resulted in the articles' becoming more realistic and practical.

In the articles which will appear next term, an attempt will be made to give schools concrete suggestions based on the most successful current practices and trends. Whenever possible, examples of good programs which schools have presented will be cited.

What will be the future of the assembly in secondary schools? The assembly committee might well consider this question before making plans for the ensuing year. In a recent study in which 336 secondary schools participated, ten predictions were made in regard to the future of the assembly. These have been summarized as follows:

- 1. The assembly will receive greater emphasis and will come to occupy a more important place in the life of the school.
- 2. It will be better planned with more use made of student ideas, initiative, talent, and energy.
- 3. There will be better integration of the assembly with the remainder of the school—a larger number of programs will grow out of classroom situations.
- 4. The assembly will be regarded everywhere as a part of the regular school-wide program, rather than an allied activity.
- Greater use will be made of audio-visual devices.
- 6. More varied programs, particularly those in which the audience can participate, will be given.
- 7. A greater emphasis in programs will be given to adult-like activities.
- 8. Student government will function in the assembly.
- 9. There will be fewer outside programs, with the exception of exchange programs with other schools.
- 10. Teachers will receive better training for the supervision of assembly activities, and the better schools will have a part or full-time director of assemblies.

PROGRAM SUGGESTIONS FOR SEPTEMBER
The majority of secondary schools present one

C. C. HARVEY
Dufur Public Schools
Dufur, Oregon

regular program each week and have an assembly calendar which is planned as far in advance as possible. Many schools also select a theme for emphasis during the year and a subordinate topic or theme around which to build individual programs.

Brief accounts of some programs which were presented last September are given below. These were recommended by schools which found them successful. They should be suggestive to the assembly committee in arranging for the presentation of appropriate programs during the month of September. Other ideas for assemblies to be presented during the opening month of school may be found in the September 1943, and in the May 1944, 1945, and 1946 issues of *School Activities*.

All of the programs suggested for September, as well as those which will be suggested for other months throughout the year, place much emphasis upon student planning, participation, and execution. "Let's Get Acquainted!" would make an excellent theme for programs to be presented during September, or for just the first assembly for the school year.

First Week—"Let's Get Acquainted" or "Back to School" Program

The above theme was suggested for September by Mrs. Irene Lighthiser, assembly director in the Orlando, Florida, Senior High School. Her statement of how it is carried out in that school should be suggestive of what kind of program or programs might be built around the theme. The idea seems especially appropriate for the first as embly of the year.

Let's Get Acquainted! This friendly invitation might well be applied to several assembly programs which have become traditional in the Orlando Senior High School.

For the first week in September of each year, the Henor Society plans a program which helps new students become acquainted with the school. At this assembly various members of the organization present a program designed to acquaint students with various aspects of the school, particularly those allied activities which play such a big part in school life. The program makes use of a variety of methods of presentation: Sometimes it is presented as a panel discussion; sometimes, as skits; one was in the form of interviews and informal talks. Always the result is to guide students in entering into the life and activities of the school, in getting a greater appreciation of their school, and in developing a feeling of belonging which is so important, especially to newcomers, at the beginning of the year.

Let's Get Acquainted! This time, with our own students. Among our most interesting assemblies is one which features our out-of-state students. Those who are talented in some form of entertaining are given an opportunity to participate in songs, dances, readings, impersonations, etc. At our most recent assembly of this type, it was necessary to use an interpreter for two students who came to us from Cuba and were unable to express themselves in English; a third, born of Japanese parents, spoke English with great difficulty.

Finally, Let's Get Acquainted with our neighbors. Frequently we exchange assembly programs with neighboring schools. When an outof-town football team is scheduled to play at our stadium, we invite the visiting school to put on all or part of the assembly program for the day. On one occasion, the Girls' Drill Team of the Miami High School took charge of the entire program and added immeasurably to the goodwill between our schools before game time. On another occasion, another high school produced a one-act play which was well received by our student body. Each year when we take our debate team to the tournament, we join with the other visitors in contributing toward our host's assembly program. There's a thrill in seeing, as well as hearing about, how other schools do it, and for this reason our exchange assembly programs are among the most popular of our Let's Get Acquainted series.

An original program which carried out somewhat the same idea as the first presentation in the series on "Let's Get Acquainted" at the Orlando High School was given at the opening day assembly at the Grand Junction, Colorado, High School. This program is discussed briefly by Mr. Clyde Granere, Dean of Boys, in that school.

Last fall we began our assembly schedule on the opening day of school with an original skit entitled "Back to School." As the students gathered, the band played several numbers which led into the presentation of the Flag by student council officers and the Pledge of Allegiance by the student body.

The skit used a narrator and four groups of pantomime artists. As the narrator read an original poem, "When Vacation Days Are Over," one could detect signs of enthusiasm in the groups which represented the irritation ring of the alarm clock, the getting off to school, and the disheartening habit of leaving books at home. All of the action unfolded as the narrator felt his way a second time through the parody, and piano interludes aided in abating the time difficulties.

The skit and other numbers which filled out the program served as a reminder to each student of the trifles which hampered his own "getting back to school," and helped him to see that readjustment from summer vacation days to school days with the early morning classes and many duties are the same for all of us.

Second Week—Inauguration or General Organization Assembly

About the second week in September, the activity program of most schools gets into full swing. If the assembly the first week is somewhat of an orientation program, a good plan is to devote the second one to the inauguration of officers and the transaction of business connected with the student body. Some schools have a general student body organization which might take charge of the second program. Others have a council or other form of organization through which students participate in various school affairs.

Miss Melanie Grant, Instructor in Speech and Chairman of the Auditorium Program Committee, Philip Schuyler Senior High School, Albany, N. Y., contributed an account of how a program such as suggested here for the second week in September is carried out in her school. Although the program is presented in the Schuyler High School the last Friday in September, it is believed that in most schools such an assembly would be more timely for the second week following the opening of the term. Miss Grant's account of the program follows:

As every student in the Philip Schuyler Senior High School of Albany, N. Y., is a member of the General Organization, it follows that all general assemblies are meetings of the citizens of the school-community. The September assembly schedule follows about the same general pattern each year at our school. On the first Friday, an orientation meeting is held for the benefit of the new members of the General Organization. The third Friday is devoted to our football team and inaugurates the football season with cheers and pep talks.

Then comes the big day of "Go, G. O. Inauguration Day," on the last Friday in September. The newly elected officers are inaugurated; faculty advisers and officers are appointed by the chief faculty counselor, our Principal, and the first business meeting of the year under the direction of the newly elected officers and faculty advisers is held.

Following is a text outline of our "Go, G. O. Inauguration" Assembly rally as conducted in September 1946:

- 1. Alma Mater.
- 2. Pledge of Allegiance to the Flag.
- 3. The Principal introduced the faculty coordinator of the General Organization who acted as chairman for the remainder of the program.
- 4. Faculty Co-ordinator: "Fellow-citizens of Schuylertown: In most schools, today is S day plus 9. At Schuyler this is Zero Hour on G. O. Day. Our drive for G. O. subscriptions has begun. With your help, our plans will be carried through to successful completion. Permit me to introduce the faculty officers of the General Organization:

"Mr. A, as principal of this school, is the chief faculty counselor and controller.

"Mr. B, as business manager and treasurer of the Athletic Association, supervises all admissions, financial reports on admissions, and tax reports for all affairs, athletic and non-athletic.

"Mr. C, as central treasurer, receives, deposits, and disburses all G. O. monies in accordance with your wishes and directions.

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"Mr. C, as central auditor, compares the financial records of each of the G. O. affiliated units with the records of the central treasurer and certifies their accuracy to both the chief faculty counselor and the chief executive officer (Superintendent of Schools).

"Mr. E, as subscription clerk, collects all G. O. subscriptions, keeps the homeroom subscription register, makes deposits with the central treasurer, issues the G. O. identification panels, notifies subscribers of delinquency, and checks the records of all participants.

"Mr. F, as director of social affairs, supervises all social events scheduled during the year.

"Mr. G, as co-ordinator of the General Organization, is charged with the supervision and direction of the entire citizenship training program.

5. The Chairman introduced the student officers of the G. O. with appropriate remarks.

6. The chairman introduced visiting Alumni and Schuyler Veterans: (a) G. O. pep talk by the President of the Schuyler Alumni Association; (b) Poem on G. O. written and read by a Schuvler Veteran.

7. The Chairman introduced the Falconaires, a group of students and alumni, who expressed their sentiments on G. O. in a song with original words to the tune of "Swinging on a Star". Last stanza:

"You get the Portal-No, you don't pay a cent.

Your G. O. panel you just present As the year goes on you'll begin to see-

G. O. saves for you and me

And we will sink-the Garnet and the Gray

And do the same to CBA.

So let's get right into the fight And prove you're a true Schuylerite

And help with all of your might

Come on you Falcons, Look Alive-Dig down and back this G. O. Drive."

8. The Chairman read a letter from a former president of G. O. in which was inclosed his subscription fee and a request for G. O. ticket No. 1.

9. The Chairman reported five homerooms as 100 percent pledged to G. O.

10. The Chairman closing remarks: "When you return to your homerooms, sign the pledge of subscription or better still make a payment in full of \$1.25 toward the support of your schoolcommunity. Our entire extra-class program is planned in accordance with total amount of subscription pledged and collected. The Art Department has prepared a subscription progress chart which will be posted in the main corridor.

Let's all Go, G. O., and join the 100 percent

11. The assembly closed with a short talk by the Principal and the singing of the National Anthem.

Third Week School Newspaper Staff Assembly

Following a program devoted to the work of the General Organization or the Student Council, a good plan is to let the school newspaper staff present a program the third week in September. There are many types of programs which are appropriate. Following is an account of an original program presented by the staff of The Holmespun, school newspaper of the Holmes High School, Covington, Ky. It was submitted by Mr. Russell E. Helmick, Principal.

"Let's Go To Press" was the title of an original program designed to boost the subscription campaign of The Holmespun, school newspaper of the Holmes High School, Covington, Ky., as well as to educate the student body on the "ins" and "outs" of the staff in sending the paper to the press.

Many publications make their appeal through slapstick comedy, "made" commercials, and students on a mediocre level. The program about to be described, however, made its appeal through a visual presentation of the educational type, which was serious in nature and yet proved entertaining.

Picture a huge easel at center stage covered

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330 West 42nd St. New York 18, N. Y. with a large sheaf of uncut newsprint, four sheets laid out and Scotchtaped together to make a large working surface. The story is told in four parts, each part climaxing with a page editor's account of how he throws the page together. The visual part of it comes in when the student picks up his pressed charcoal, blocks in the one, two, or three-column heading as the case may be, X's in the cuts in position, explains balance.

The cartoonist actually comes out and draws the cartoon to the utter fascination of the ultraquiet audience. There is nothing that can capture a student's interest any more completely than watching another student, with real talent, as he produces a clever cartoon.

The program given at Holmes last September was not fictitious. Issue No. 2 was planned well enough ahead of time, so that the forth coming paper would be recognized from its Preview when it came out the following Friday.

It is the tradition of the feature page to carry two outstanding personalities in "Who's Who" for each issue. Students liked it when a boy and a girl were drawn from the audience without warning and given their interviews right on stage by the feature editor and his assistant. The staff photographer came out when called, snapped a flash photo for the audience to see—the very picture which was used in the paper.

The Holmespun is organized this year around an editorial board. This consists of the editorin-chief, feature editor, associate editor, and sports editor. They sat around a work table placed near the easel mentioned before, and conducted an actual editorial board meeting to decide topics and stands to take on school problems on which to write their editorials. A typewriter on the other side of the easel ground out news stories handed in occasionally during the 35-minute program.

The value of the future element to school news stories was well brought out. Faculty comments after the program were like this: "That was really interesting...I had no idea...I could have watched and listened to that a lot longer..." Students said: "That was swell...I never did understand how you did it...the paper, I mean..."

Two narrators tied the acts together by briefly mentioning the history of the paper, its standing in the National Scholastic Press Association, and explaining some of the operations impossible to enact.

Best subscription stunt *The Holmespun* has found is to give, at the end of the fall program described above, a box of candy to each 100 percent homeroom. Twenty-five boxes were given this year, a record representing 90 percent of the student body buying subscriptions.

Fourth Weck—A Music or "School Sing" Assemblu

As stated before in these articles, music should play an important part in assembly programs. It is well to have an occasional program for singing and nothing but singing. Sometimes a program featuring music can be combined with a pep rally and prove very successful. The fourth week in September is a good time to hold an assembly in which music is featured. One plan is to conduct a public-opinion poll among students to find out the songs they like to sing and then to build the program around these songs.

Following is an account of a "Song Assembly" conducted last September in the Pittsburg, Kansas, Senior High School. It was written by Marilyn Markham, staff member of *The Booster*, Pittsburg High School newspaper.

"I'm from Kansas, good old Kansas" rang out from the auditorium doors in a recent song assembly at our school. This song session was something new in the way of assemblies for P. H. Sers in that only state songs were sung. Through a survey made by *The Booster*, student newspaper, it was found that there were students from 19 or about 40 percent of the states. Many of these were new at the high school this year. So, in order to get acquainted more quickly, stir up a little friendly rivalry, learn some new songs, and have a general good time, *The Booster* staff planned an assembly based on the state songs of students represented.

To create interest, *The Booster* published the results of the survey, ran an editorial suggesting (*Continued on page* 290)

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# News Notes and Comments

Something New Has Been Added

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"Stunts for Programs and Parties" (See page 301) will be a regular School Activities feature.

The Eastern Oklahoma Student Council Congress met at McAlester on March 28. Ardmore will be the host school next year.

W. N. Viola, Director of Dramatics, Senior High School, Pontiac, Michigan, introduced Radio Drama into his Speech Department in 1930. At the present time that school has a big studio for broadcasting and employs two expert instructors to handle radio classes and weekly programs.

High School Debate Topic

Next school year's debate topic is being selected by ballot—according to Harold G. Ingham, Chairman of the Committee on Debate Material, University of Kansas—and will be announced about May 1. "Resolved: That the Federal Government Should Require Arbitration of Labor Disputes in All Basic American Industries" and "Resolved: That the United Nations Should Be Changed into a Federal World Government" are the two topics receiving most support.

"The Maine Student Legislature" is described by Clinton F. Thurlow in the March number of Maine Teachers' Digest.

NOW IS THE TIME of year when many schools are planning a "senior leadership day," an occasion when seniors assume for a day the teaching and administrative responsibilities of the school.

The Tehachapi Valley Union High School in Tehachapi, California, inaugurated the senior-take-charge day last spring, and the experiment proved worthwhile. —School Executive for April

Correction

"Our School Trip to Kentucky" in the April number of *School Activities* was written by Don Chapman, Ruth Harfst, and Margy Lunnemann, of Gilson, (not "Gibson") Illinois.

Students in Patterson Park High School, Baltimore, Maryland, recently petitioned the school to provide equipment for a hockey team.

Plans are under way for state and district student council conferences for the 1947-48 school year in a number of states.

It is a fact that in some of the smaller high schools there are not enough boys to do well in all sports. These schools should decide upon a program that will give the greatest number of boys the greatest good, and then concentrate on that program.—P. E. Shotwell, in *Texas Inter*scholastic Leagues.

The Twenty-Third Annual Convention of the Scholastic Press Association met at Columbia University, New York City, March 20 to 22.

### National Citizenship Day

National Citizenship Day, also known as "I Am an American Day," will be observed May 18. The observance is promoted by the National Education Association Citizenship Committee. The day is set aside by joint resolution of Congress and annual proclamation by the President to welcome new voters, both naturalized and those coming of age.

Community committees should be set up to sponsor the observance and plan the program for a community induction ceremony.

Suggestions and materials are available from the Citizenship Committee, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

"El Dorado's Teen-Age Club" is the title of an article in the March number of *The Journal of Arkansas Education*. It was written by Bernice C. Ware, Vocational Guidance Counselor, El Dorado, (Ark.) High School.

For the 1947 Illinois State High School Basketball Tournament finals, orders for 42,000 tickets were received by the management, more than 90% of which had to be refused. Only 3600 seats were alloted the general public.

The April number of *Mississippi Educational Advance*, filled with photographs and numerous articles, is devoted almost entirely to the subject of "Mississippi Junior Colleges."

"The Panther Court", by A. A. Schmuller, Redmond (Ore.) Union High School, is an article on Student Government at Work in the April number of *Oregon Education Journal*."

According to the March number of *The Massachusettes Teacher*, students of Providence Junior High School of Wooster make their own picture press plates (line cuts and halftones) for their newspaper, *The Mirror*.

Now is the time for schools to order any back numbers of *School Activities* that may be missing from their files. Copies of this May number should be preserved carefully. "Stunts for Programs and Parties", the new department beginning with this issue, calls for filing for future use.

# Grom Our Readers

Editor, School Activities:

Because I continue to receive requests for copies of the script of the Roman wedding which I wrote for your magazine (January, 1946) I am inclined to think that many teachers of Latin are among your readers.

Each year the local SPQR Club concludes with a Roman banquet. Enclosed you will find a brief account of this event together with two of the Caesar parodies used.

> Yours very truly, Estella Kyne Wenatchee High School

Wenatchee, Washington

Such requests indicate the success of your article, as well as our appeal to teachers of Latin. Thanks for the new one. We hope that it, too, brings you complimentary "gim-mes".

Editor, School Activities:

Your magazine is much read by the students and teachers of Washington High School. We can always find information of interest and help that is of great benefit in carrying out our program and activities.

Yours very truly, M. W. Akins, Principal Washington High School Raleigh, N. C.

Thanks for your kind words. We want especially to call attention of our other readers to your plan of making School Activities available to the students as well as to the teachers. So often, (we guess) it stays on the principal's desk, or is handed out to particular teachers, and so infrequently (we guess) is it placed where students can read it. Personally, we'd like to have it read by all—administrators, teachers, and students.

Editor, School Activities:

May I express a word of appreciation for the good work you are doing for the whole program of pupil participation. So many worthwhile and practical projects are suggested each month in your columns that it is no longer possible for an intelligent student government organization to stay in its comfortable little rut. Your articles are a constant challenge to experimentation and growth.

Mildred Riley Student Government Sponsor Senior High School Springfield, Ohio

We appreciate your appreciation, and will continue to try to deserve it. We like your expression "comfortable little rut." Undoubtedly it accurately pictures many and many a student council. Nice, quiet, and safe, instead of "experimentation and growth."

### Assembly Programs for September

(Continued from page 288)

the idea, and printed interviews of student opinion regarding the plan. After having the assembly approved by school authorities, the staff collected music for the songs and made slides for those selected.

The head of the Music Department conducted the singing, and as the group sang each state song, all the students born in that state would stand. "Were you born in Texas, too?", or "I didn't know you came from California!" were typical comments heard after each song.

The tunes were easily picked up because so many of them were used as pep songs or were heard frequently over the radio. This assembly met with the approval of the students and aroused a lot of pep and enthusiasm. Each student, proud of his own native state, tried to get his friends to sing his song the loudest.

The program closed with everyone singing the National Anthem which helped students realize what a wonderful country this is to live in; to be able to have 48 separate units all loyal to one central one.

Not only did the song assembly accomplish its purpose, but it went further. It broke the ice for more than one new student. Nearly every day someone goes down the hall whistling his state song. Probably under no other circumstances would the library have such an abnormal number of requests for the *World Almanac* and other reference books just to prove "Kansas raises more wheat even if Pennsylvania does mine the most coal!"

AROUSING STUDENT ASSEMBLY INTEREST

"Arousing Student Assembly Interest" is a problem in a large number of schools. Following is a discussion of how the problem was solved in the University High School, University of Minnesota, written by Mr. Gerald R. Phillips, Instructor in Social Studies and Junior High Assembly Chairman.

The time assigned to the assembly program was running short during an eighth-grade English class' presentation of "The Prince and Pauper," yet a considerable part of the development and conclusion of the play remained to be portrayed. Thereupon, entirely on his own initiative, one of the actors in full costume, wooden sword in belt, appeared after the conclusion of one of the scenes to summarize briefly the action which had taken place to that point and to describe the events that led to the concluding scene. Thus the presentation of the final scene was accomplished before the end of the period. More importantly, the stageing of the student-managed assembly program was acclaimed a success by the student audience.

Until the present school year, assembly programs at the University of Minnesota High School were presented by and for the entire school, both junior and senior grades. At the beginning of this year it was decided that each di-

vision should have its own assembly. The plan is a part of the whole "float period" program which was instituted at University High School this year. Alternating with a period devoted to homerooms, the assembly hour occurs every other week during the period before lunch on Wednesday.

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The reasons for the changes in the school assembly organization were varied. Many difficulties had been encountered the previous year in chartering auditorium space, since the school plant affords no auditorium which houses the entire student body. A greatly enlarged enrollment at the University of Minnesota made the use of its facilities extremely difficult, if not impossible. Perhaps the greater importance was the realization by students and instructors that such separation of assembly programs on a grade level basis was much more feasible not only administratively, but also from the standpoint of appeal to student interest.

Obviously the type of program which is most attractive to seventh graders would not interest as completely the students in the twelfth grade. Too, it was only natural that the administration and presentation of the programs under the old system should be dominated by the more mature students in the senior high school. Thus, as a consequence of the fact that the older students have developed more skill in the various types of entertainment, it became apparent that the younger pupils were reluctant to appear before a more mature group of their schoolmates and that their efforts were viewed somewhat disdainfully by their older fellows.

Administering such a program of assembly periods is a committee of two representatives from each of the junior high school grades. This group met with a member of the faculty to plan their program for the year. Following a good deal of discussion they decided that the responsibility for each of the various programs throughout the year should be fixed on one of the various clubs, activities, or classes of the junior high—each of which, with the assistance and cooperation of the central committee, would plan, prepare, and present an assembly program. After consultation with representatives of these other groups the committee mapped out an over-all program for the year.

Although the new plan has been in operation only for part of one year (at the time this article was written), certain advantages are already apparent. Greater student interest, greater and more varied student participation in the assemblies, greater sharing among the students of the over-all planning as well as of the planning for the individual programs—all of these are observable results. Perhaps even more valuable than such group citizenship training, but certainly less tangible, is the satisfaction derived by the individual students at performing before his peers who, though they judge him harshly at times, do so at least on his own level.



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# ALL PUPILS PARTICIPATE IN ANNUAL SONG FESTIVAL

Each year six houses in grades X, XI, and XII of the Franklin School, Cedar Rapids, Iowa, present a festival of song during National Music Week. In preparation for this event which in past years has won national recognition, work is begun early in the term. In each of the homerooms, a leader is selected, and once a week these leaders meet with the head voice teacher for instruction in conducting.

Throughout the year, these leaders conduct singing in homerooms on different occasions and as the time approaches for the festival, the homerooms meet by houses, and the best leaders are discovered in each house.

In this program all pupils participate, and on the day of the festival no teacher appears on the platform. The various houses are called to the stage from their regular places in the auditorium and take positions on risers under directions of their respective song leaders.

A salon orchestra accompanies each group, and each house sings two numbers, each one under different directors. For several weeks rehearsals are held for training in the songs chosen for each house. These choices are made by the homeroom leaders under direction of the voice teacher, and through the years it is interesting to note the development of higher standards of selection.

Judges from outside the school score the six houses on the basis of their spirit of class during performance, co-ordination of leader, accompaniment and chorus, memorization of words and music, and tone quality and technique, and render a decision which gives one house the possession of the song festival cup for the following year.

There are several gratifying features about this annual program. First, the enthusiasm for group singing reaches a high point and is comparable with the spirit expressed in any event during the year. Secondly, the choice of songs as it improves from year to year sets a high standard for general music appreciation. Third, the training in leadership is excellent and the results outstanding in building a fine school spirit.

This spring will mark the twenty-fifth program of this sort, that I have observed, and I have no hesitation in rating it as the outstanding auditorium presentation of the year.—MALCOLM SCOTT HALLMAN, The Franklin School, Cedar Rapids, Iowa.

# ORIENTATION ON EIGHTH GRADE DAY FOR PROSPECTIVE FRESHMEN

Bound Brook, New Jersey, High School has an interesting method of procedure in making prospective freshmen acquainted with the school. In May an invitation to attend the Annual Eighth Grade Day at Bound Brook High is sent to every boy and girl expected to enter as a freshman the following September.

The student council makes elaborate plans for their entertainment, for usually over 250 prospective freshmen attend. A Saturday is chosen, and the program usually lasts from 1:30 to 5:30 p.m.

Last May our program was as follows:

1:30 to 2:15: Registration and Guided Tour of the School. Each room was open and had exhibits of the work carried on inside it. In laboratories, shops, home economics cottage, etc. students actually gave demonstrations and performed experiments to the delight of the visitors, or explained about the room and its work. Opportunities for students to try simple experiments in chemistry and physics laboratories were provided.

2:15 to 3:00: General meeting in auditorium. Here representatives of clubs, athletics, school publications, music organizations, etc., explain the activities they represent, and tell the qualifications for participation. A short play and a few humorous readings were also presented.

3:00 to 3:30: Play Day Program Explanation. On registering students were given colored tags. These colors put them on certain teams. This was for the purpose of breaking up groups so the young people would get acquainted with one another. A host and hostess were assigned to each group. The groups then met in different rooms to get acquainted and to make up a song

and cheer for their group. The groups then met in the auditorium to present their songs and cheers.

3:30 to 4:45: Play Day Program. Four 15-minute double game groups of baseball, relays, dodgeball, volleyball kept 16 teams busy. These games were all student-officiated.

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4:45 to 5:30: Snake dance to cafeteria for refreshments of ice-cream, cake, and soda.

As a follow-up to this program, in the fall the student council selected a group of twenty seniors to act as freshmen advisers. During an assembly period when the freshmen were omitted, each senior adviser met with a group of about fifteen and discussed school procedures, giving the freshmen an opportunity to ask questions. This entire plan has proved to be a very happy and worthwhile one.—Gladys M. Francis, Student Council Adviser, Bound Brook, New Jersey, High School.

# THREE-DAY ORIENTATION PROGRAM STARTS FRESHMEN ON RIGHT PATH

A three-day orientation program for freshmen at Rufus King High School, Milwaukee, Wisconsin, plays a vital part in giving these new students a feeling of belonging and getting them started on the right path. After the period, the students are ready to take up their activities and begin their studies, minus the timidness and feeling of inferiority which so often handicap beginning freshmen.

For three days at the beginning of the semester, the freshmen and their advisers are separated from the rest of the student body. Problems that belong only to the freshmen are attacked. Combination locks are mastered; buying one's lunch in the cafeteria is fun when everyone else is doing it for the first time; the miles of hallways are mastered; students get used to hearing their own voices in strange rooms and in the auditorium; and everyone is happy in a school larger in population than many towns in the state. All the first day is spent in getting acquainted and in learning about the school.

The task of putting the freshies at ease and building up their confidence continues on the second and third days while a battery of tests are being administered. On the fourth morning all teachers of the freshmen are introduced to the group in a freshmen assembly. All newcomers are now ready to meet their class teachers and begin the activities and work they have been waiting for-classes, gymnasium, clubs, music, etc.,-high school life. Meanwhile the tests are being marked and some of them are ready for interpretation to students. Individual conferences are started to correct the worst study habits. Intelligence and peronality tests give a clue to potential leaders for candidates for class offices. Health conditions call for program adjustments.

The interpretation of achievement, study habits, personality, and vocational interest tests to each

child is begun immediately by advisers. While this is a tremendous undertaking, every adviser feels that more effective guidance is accomplished here than in six-weeks time before the program was introduced. The boys and girls talk freely. Home conditions and relationships are discussed. Parents are called in for consultation on problems when the need arises.

During the conferences each student finds a friend to whom he can turn during his four years of high school. There is ample evidence that the orientation program helps freshmen in making adjustment to school life. This is shown in the reduction in subject failures and in the achievement record of the freshmen in their activities.—R. G. CHAMBERLIN, Principal, Rufus King High School, Milwaukee, Wisconsin.

# HONOR POINT SYSTEM FOR EXTRACURRICULAR PROJECTS

At West Technical High School, Cleveland, Ohio, we have in operation an honor point system, whereby honor keys are awarded to outstanding students of the graduating class. These honor keys are given to the boys and girls on an equal percentage basis, not exceeding three percent of the class.

For scoring purposes there are six divisions: (1) General Scholarship. (2) Scholastic Attainments. (3) Physical Activities. (4) Social Activities. (5) General Service. (6) Attendance. In order to qualify for an honor key, a student must rank in the upper fourth of his class, must qualify in at least three of the six divisions, and must be recommended as a good school citizen by his homeroom teacher and one other member of the faculty.

Honor points are counted on the following basis:

1. Scholarship—Students receive four points for a grade of 90, and two points for a grade of 85, in a ten-credit subject; they receive two points for a grade of 90 and one point for a grade of 85 in a five-credit subject.

2. Other Divisions—Points in Divisions 2, 3, 4, and 5, are counted on a time basis. Each student receives one point for every ten periods of service. Quality of service is also considered in awarding points.

3. Attendance—For each perfect semester of attendance, a student receives three points. A bonus of seven points is given for three years of perfect attendance, which makes a possible total of twenty-five points.

As the point system involves a great deal of record keeping, a committee of students is selected to do this work under the guidance of a faculty sponsor.

Each semester teachers are required to fill out honor point cards for students who take part in extracurricular activities. These cards list the following information. (1) Student's name. (2) Homeroom teacher. (3) Grade classification. (4) Name of activity. (5) Division of activity. (6) Number of points earned. (7) Signature of sponsor,

The Service Committee receives and files these cards. At the end of the semester, the points earned by each student are recorded on alphabetical homeroom lists submitted by homeroom teachers. These lists are then returned to the homeroom teachers, who in turn enter the points for their homeroom members on report cards and on permanent record cards.

On an alphabetical list of Candidates for Graduation, members of the Service Committee tabulate all the points which have been earned by each candidate during the three-year period at West Technical High. From this list, a special committee of faculty members determine the honor key awards for the semester.

Our purpose in establishing this honor point system was to encourage more students to participate in extracurricular activities. We believe such participation is valuable training for college and future employment. Only a very limited number of students can receive an honor key; but all benefit from their experiences in the varied activities. Our system provides us with a permanent tabulation of a student's social record, as well as scholastic achievement. This record is helpful in making recommendations to employers and to colleges.—Adella Petto, Chairman of the General Organization, West Technical High School, Cleveland, Ohio.

# NATIONAL HONOR SOCIETY INDUCTION CEREMONY

Induction of new members into the chapter of the National Honor Society at Washington High School, Two Rivers, Wisconsin, is the climax of its annual farewell assembly. The seniors march into the assembly in caps and gowns, exactly as they do for the graduation exercises. When the time for the induction ceremony has arrived, the stage curtain is slowly opened, disclosing a tableau consisting of four students representing Character, Scholarship, Leadership, and Service.

Two of the students are seated on the platform consisting of three steps and the other two are standing on either side. Each of these four students is appropriately garbed and holds a lighted candle. "Character" carries a Bible; "Scholarship," a scroll; "Leadership," a scepter; and, "Service" wears a glittering crown and cape. One by one each of the four students walks to the front of the stage and recites lines appropriate to the character represented.

When all have recited their lines, the new members, at the signal of a chord from the piano, step out into the aisles on either side of the section in which they are seated. This arrangement puts an equal or nearly equal number of students on each side. The pianist then plays the traditional commencement processional march, as the students proceed in step to the stage from either side. The stage is lighted with white, am-

ber, and blue borders. The house lights are turned off with the exception of dim brackets. When all four have recited their lines, they step back, two on each side of the stage, facing each other.

The other students go to the rear of the stage, then forward, and light their candles from those of the four characters, circling around and returning so as to form a semicircle. Then the principal steps to the left of the stage, says a few words by way of congratulating the new members upon their election, and proceeds from left to right around the semicircle to present each member with the emblem of the National Honor Society. When he reaches the right of the stage, he pronounces them members of the National Honor Society and has them repeat with him the Society pledge. He then withdraws from the stage.

The four characters of the tableau return to the positions which they occupied when the curtain first opened. The members then recess from the stage to their seats in the assembly, blowing out their candles as they reach the floor. When all members have reached their seats, the curtain is slowly closed.—L. B. CLARKE, Principal, Washington High School, Two Rivers, Wisconsin.

### SPIRIT OF OLD WEST REIGNS ON PIONEER DAY

Pioneer Day at Albuquerque, New Mexico, High School orginated several years ago. Frequent requests for "a day all our own" brought the event into creation.

All classes are suspended for the day. Each and every student and teacher dons a pioneer garb of his own choosing. Except the parade, the entire program of the long day occurs entirely on school grounds.

The whole show is conceived and managed by the Plans and Policies Commission, a student government body. An assembly is called on the morning prior to the event. A squad of student marshals, usually athletic lettermen, is sworn in publicly. At the same time the student body takes the oath "to obey the rules set forth and to co-operate fully with the spirit of the occassion."

Boys begin to cultivate beards weeks prior to Pioneer Day. Valuable prizes are awarded for the best facial foliage. Likewise, expensive prizes are provided for best costumes in several divisions, floats, horsemanship and rodeo



achievements. Booths, offering carnival souvenirs fill the patio. A "wild-west" movie plays continuously to a packed house throughout the day.

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Simultaneously, three assemblies are presented consisting entirely of pioneer numbers. This feature is genuinely applauded. The parade at 2:00 p. m. traverses the central part of the city. Thousands of spectators line the curb. No student is allowed to join the parade unless he is: mounted, on foot, or in a horse-drawn vehicle. The most ancient coaches, buck-boards and wagons imaginable provide the down-town folks with many a chuckle. Usually about three-hundred boys and girls mounted on animals that range all the way from scrawny burros to blooded show horses steal the show.

Immediately following the parade, the F. F. A. boys put on a real western rodeo on the athletic field adjoining the school campus. Needless to say, all contestants are capable riders. The show is good.

The closing event, a dance, begins at 8:00 p. m. Both western and modern music is offered. At 11:00 p. m. Pioneer Day is over. It's been a l-o-n-g day. —GLEN O. REAM, Principal, Albuquerque High School, Albuquerque, New Mexico.

### JUNIOR COLLEGE PLANS LARGER GROUP CONTACTS

In the junior college, student leaders and personal workers have had to devise some method of closer contacts with the students at large. Lacking the homeroom of the high school and the resident unit of the standard college or university, the junior college has been much in need of some type of organization to reach its student body members.

At the Pasadena, California, Junior College, the Campus Women's Council attempts to get in touch with all coed members of the student body through an association of women representatives of ten o'clock classes. This group of approximately sixty women students meets monthly with the officers of the Associated Women Students and the presidents of the campus women's clubs, and plan activities and services of interest to all women students. The representatives from the classes, popularly known as the "Ten O'clock Reps," take plans back to their respective classes and enlist the services of their sister class members in carrying out the projects.

The first project undertaken by the Council was a response to an appeal from the Red Cross College Unit Camp and Hospital Committee. The representatives were asked to provide, with the aid of the students in their classes, pumpkins for the Hallowe'en party for the ill and injured in the nearby army regional hospital. So successful was the appeal of the representatives that the classes not only provided the pumpkins but also collected enough pennies to purchase extra decorations and favors for the men in the hospital wards. Students made their contributions during the class passing periods on a voluntary

basis, without solicitation on the part of adults. Another project of the Council is that of co-operation with the Red Cross College Unit in securing and wrapping Christmas gifts for the hospitals. To add social interest to the undertaking, the Council has a gift-wrapping party on the campus one evening during the holidays.

The ten o'clock class representatives also serve as an agency for securing student opinion and for publicizing events planned by other campus organizations. Campus dances, coed parties, bond sales, and other events of interest to the student body can readily be promoted through contact between the council members and their ten o'clock class members. Most modern schools have elaborate programs of extracurricular activities without adequate means of getting students to participate in them. The Campus Women's Council attempts, through publicity and more personal contacts, to make activities available to a larger number of students.

In order that the Campus Women's Council may enjoy prestige in the college community and in order that the members may get to know one another, the Council has an off-campus social gathering each semester at a downtown club or hotel. The group is also represented on the local city council of women's clubs so that the women students have an opportunity to know the leaders in community affairs for women. This contact is valuable for public relations at the same time, for it gives the women of the community a clearer picture of the activities of the junior college coeds.—Catherine J. Robbins, Dean of Women, Pasadena, California, Junior College.

# NORTH HIGH SCHOOL'S FINANCIAL ACTIVITIES

North High School, Sheboygan, Wisconsin, earns part of the money to finance its school activities through the sale of concessions. A committee of students selected from the students council, with the treasurer of the school as chairman, handles the sales. One student is elected from each homeroom to serve on the student council, and then from the council these elected students are appointed to serve on the various standing committees of which the finance committee is one. Additional members of the student body at large can also serve on these standing committees if they are approved by the student council.

Concessions are sold at noon for the conven-

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ience of those who bring their lunch, and after school, for those who find it convenient to "snack up a bit" before going home. At noon, orange drink, white milk, and chocolate milk are sold before lunch, and candy bars, ice cream bars, potato chips, peanuts, pretzels, and pop-corn are sold after lunch. When dances, after-school parties, or ice carnivals are held, the concessions are moved into the gym or wherever they are needed, and are sold from there. At these special school events, something additional is usually sold. For instance, at our ice carnival, hot chocolate and "hot dogs" were sold, and at our dances, soda, punch, apple cider, or whatever would fit the occasions sold. This past year a two-night all-school carnival was held at which everything from sundaes and pie alamode, to "hot dogs" and hot tamales were sold at five different stands.

The chairman of the finance committee does all of the ordering of the merchandise to be sold, keeps a record of all payments and receipts, and gives quarterly financial reports to the student council. The profit earned in a school year from the sale of concessions is used to help finance the school activities, including expenses of the student council, sports, music, oratory, and whatever other expense may come up during the year.

This system of concessions proves to be very

successful and valuable to the school and students alike. The students in charge receive valuable training through the keeping of accounts and the handling of merchandise and money, while the school can depend upon an income sufficient to supply many needs.—CLARENCE BEFUS, School Student Treasurer, North High School, Sheboygan, Wisconsin.

# A TRAINING WORKSHOP CENTER FOR FUTURE OFFICE WORKERS

An actual training center for future office workers through school and community service is one feature of the Business Education Department of the Loveland, Colorado, High School.

This project was inaugurated for the purpose of giving students on-the-job experience following their preliminary training in typewriting, short-hand, bookkeeping, and office machines. One room in the department is set up as a regular workshop of practical experience.

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A variety of jobs come into the department daily. These include cutting and running of stencils and dittos for yearbooks, form letters, tickets, notices, and bulletins; typing postal card messages, reports, personal letters, addressing envelopes, and filling in addresses; transcribing letters from the dictaphone or from shorthand notes; and stuffing and stamping large mailing lists. Mailing lists for different organizations and businesses are set up on the small individual stencils and run on the addressograph machine.

Tests, syllabi for certain subjects, semester examinations, and work forms are types of jobs submitted by instructors.

Real experience in bookkeeping is provided to members of the business education classes through actual responsibility for keeping accounts of the various school organizations and the school cafeteria. This involves the whole cycle of taking in the cash, keeping the proper accounts, and banking the money. Students are graded on neatness, accuracy, co-operation, and production.

A program of this kind does more than provide a service to the school and offer work experiences. Students must exercise initiative and responsibility in assuming, planning, and working out jobs efficiently. Personal contacts with businessmen and faculty members are valuable experiences as students deal directly with them in transacting the job. In addition to this training program in school, a further step to bridge the gap between the school and the first job is taken by a number of students.

In the spring, students arrange with some of the local businessmen for a part-time job. This includes the personal interview and the fitting of the class schedule to the business hours whereby at least two hours during the school day are devoted to the job. Usually the businessman is so pleased with his new employee that he requests the student to work outside of school hours. Steady employment in the community has been offered many students following this job experience.

Not only has this program stimulated genuine student interest and aided the school and community in many ways, but it is proving an excellent selling job for the school in its relation to the community.—Gertrude A. Bates, Business Education Instructor, Loveland, Colorado, High School.

# PARADE OF EXTRACURRICULAR ACTIVITIES ASSEMBLY

Perhaps the most attractive and informative student assembly which the Lakewood, Ohio, High School presents yearly is the "Parade of Extracurricular Activities," usually offered in late September. This program also serves as the chief feature of the first P.-T.A. Meeting. No other one agency has been able to give so complete a picture of Lakewood High life as this performance, which yearly reminds both students and parents of the many opportunities offered by their high school for developing both vocational and avocational interests.

Approximately one hundred students, representing about sixty extracurricular activities, present by costume, by some insignia of their group, or by actual performance-such as singing, typing, or declaiming—what their particular club or activity aims to do. The Parade emphasizes the four main types of extracurricular activity: namely-service, academic work, music, and sports. Selections from the music groups, both choral and instrumental, punctuate the advance of the Parade at the conclusion of each type so that each group can be seen as a complete unit. The trumpeters announce the start of the Parade, and, as the narrator relates information pertinent to each club, the Parade advances. After every division has displayed its work and taken its assigned position, the entire assemblage sing the Alma Mater, and the curtains are closed while everyone is still in posi-

A different central theme of some fitting nature can be developed yearly to vary the performance and to lend timeliness. For instance, in September 1944, we opened the curtains upon an empty stage and let the Parade advance by two's from the rear center to front center, separate, and take assigned places on either side of the center aisle, filling in from the rear on three-level risers. The Service group led, service being emphasized in the war years. In contrast to this, in September 1945, the curtain opened upon a pageant-filled stage displaying the central figure of Peace mounted high, surrounded by the cultural group, represented by the language and fine arts, which in turn, was flanked by the other groups. During the narration, we then moved these people, in the aforementioned units, to the front stage, and, after they displayed their work, returned them to place. In all performances thus far, we have presented athletics last because this group comprises the largest section (we have twenty-six different sports) and lends itself to a front stage display that needs space for its equipment. Such sports as archery, fencing, riding, swimming, baseball, basketball, and football build to a climax that ends naturally with Alma Mater, giv-

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ing an opportunity for the entire group to participate.

The foregoing gives a general idea of the extracurricular assembly. Specifically, we name each representative in the performance and the organization which he represents, as well as its aims and part of Lakewood High life. In many instances, that representative has a definite part to perform, although often he lets only his costume or equipment speak for him.

In the academic group, the foreign language clubs-Latin, French, Spanish, and Germanare costumed, while the English clubs-Speakers, Barnstormers, Hi-Times (newspaper), and Cinema (yearbook) display some of their work. Hi-Form (social studies), Hi-Commercial, Hi-Art Guild, Mathematics, Newton and Agassiz (science), likewise demonstrate some of their work. Such clubs as Projectors, Radio, Stage Staff, Friendship, and Hi-Y (six sections of each), Cheerleaders, Gymn Leaders, "L" Club, Ushers, Student Council, Honor Society, All-School Party Workers, Junior Red Cross, Library Assistants, and the six music organizations demonstrate the vast amount of service rendered. Our avocational clubs-Modelers, Auto, and Chess add much to a colorful pageant

The athletic section is the most rapid in presentation, for its aims are obvious. We present both boys and girls in basketball, baseball, swimming, tennis, fencing, equitation, archery, and intramural games. Besides these the girls have speedball, volleyball, badminton, pingpong, and bowling, whereas the boys have wrestling, cross country, track, junior varsity football, and basketball. The athletic group dress befitting the sport demonstrated and carry the necessary equipment. As already stated, this section is exhibited last and never fails to arouse enthusiastic applause which leads naturally to the climax, the Alma Mater.

As can readily be seen, this program, approximately one-half hour in length, has real motivation, and, consequently, its possibilities are inestimable. We have found it sufficiently valuable that we have now had four different presentations. Thus far we have used a faculty member for narrator, but an older student might very well be used. We are convinced that to the extent that our students participate in our numerous activities and achieve success, to that extent will they achieve success in future life.—
Melissa Miner, Assembly Director, Lakewood High School, Lakewood, Ohio.

# FUTURE FARMERS STUDY AND TEACH PARLIAMENTARY LAW

Hutchinson, Minnesota, High School Chapter of the Future Farmers of America sponsors a project in student leadership. This project is the study of parliamentary law, practice of parliamentary procedures in meetings, and the teaching of parliamentary law to leaders of other school organizations.

Recently the members of the F. F. A. gave demonstrations of parliamentary procedure in homerooms. This was followed by a campaign to get all groups in the school to use parliamentary procedures in their meetings.

The Hutchinson Chapter of Future Farmers holds a regular meeting each week. After meetings, basketball is usually played. The club forms its own first and second teams which play F. F. A. chapters in neighboring schools. Lunch is served at many of the meetings, and at least once a year a banquet is held.

The only membership requirement in this organization is that a boy must be taking vocational agriculture. The group makes a big contribution to the school and community by carrying on many worthy projects. Of all the projects carried on by the Hutchinson Chapter, the one it is most proud of is the leadership project to study, practice, and teach parliamentary law.—
HELEN JENSEN, Secretary, Hutchinson High School Student Council.

### CLASS HIKES LEND VARIETY TO YEAR'S ACTIVITIES

Not long after the opening of the fall semester, students of Spring Arbor, Michigan, High School, begin plans for their traditional class hikes. Hikes taken in the fall are sponsored by the upper classes. The seniors entertain the sophomores, and the juniors entertain the freshmen. In the spring, the order is reversed.

The latter part of September is the time when the fall hikes are usually taken. First, the classes hold meetings and appoint such committees as are necessary: Time, Place, Food, Transportation, Entertainment, and Cleanup. Although advisers are usually present at these meetings, they are conducted by students. Occasionally when a novel idea for entertainment is suggested, the adviser is called upon to help evaluate it. After this first meeting, the groups meet as often as necessary until all plans are complete.

It is the duty of the Time Committee to schedule the date for the hikes. In order for both hikes to be scheduled for the same day, a joint meeting of the Time committees of the junior and senior classes, together with the school of-



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Duties of the Entertainment Committee consist of planning games, preparing a big pile of wood for the bonfire, working out a program, and planning activities so that everyone will have a lot of fun. After the main event—the firelight program—hikers return to the school grounds, where there is more entertainment. Enough activities, both indoors and out, are planned to keep the entire group of about 250 occupied. Following the activities, the Cleanup Committee swings into action.—Frances M. Lawrence, Springs Arbor, Michigan, High School.

# CORRESPONDENCE CLUB GROWS OUT OF STUDENTS' INTERESTS

One of the clubs of the Nashua, New Hampshire, Junior High School which grew directly out of students' interests is the Correspondence Club. Fortified by the knowledge that letterwriting has come to play a very important role during the war, I agreed to sponsor this group when requested to do so by several enthusiastic youngsters.

During the first few meetings we attempted no writing. We talked about letter-writing, discussing the kind of letters we enjoy getting. We read letters received by our families from servicemen and women. We decided the purpose of our particular Club, namely, to exchange ideas with strangers living at home and abroad.

I succeeded in convincing the members of the group that we have much to tell others about ourselves, our locality, hobbies, school, etc. The youngsters were thrilled when I read the following extract from a letter received from a club sponsor in Oregon: "To me New England is a land filled with the glamour of early American achievement, and I have always longed to visit there."

Our next step was to secure names of possible pen pals. From the Junior Red Cross, the English Speaking Union, the Pan-American Union, and other agencies, we secured the names of correspondents from practically every country in Europe, many of South America, Mexico, and Australia. The home correspondents were obtained by writing to superintendents of schools in every state and territory of the United States.

In addition to the above-listed pen pals, we carry on a correspondence with students of the Perkins Institute for the Blind, Watertown, Mass.

At the date of this writing we have a wellorganized club which functions effectively. The members are having a wonderful time, and are adding to their knowledge and making new friends while doing so. Every meeting many students have interesting letters from different parts of the world to read.—Gertrude A. Devyer, Sponsor of the Nashua Jr. High Correspondence Club.

# SCHOOL ELECTION TYPICAL OF "DEMOCRACY AT WORK"

"Vote for Carl Jones for Senior Class President." "We want Marshall Funk for Secretary of the Junior Class." "Win with Gwinn for President of the Student Council." "Elect Helen Warren as Freshman Representative on the Assembly Committee." These, or similar slogans are heard over the public address system, read in the school newspaper, or seen on posters during the annual election of student officers at the Ashland, Ohio, High School.

Each year a number of school and class officers are filled in an election conducted by regular election procedure. Booths and other election materials are loaned to the school by the County Election Board. Booths are located in the hallways of the school building, and regular hours for balloting are scheduled. Results are tabulated and posted in regular election fashion.

A school election board is appointed by the Student Council. This board, with the advice of a teacher, conducts the school election. Names of candidates for prospective offices are secured either in primaries or by petition. Ballots are printed in legal form by the school printing shop. Winners in the election are presented with regular certificates of election.

Since officers are elected in a democratic way and have a real voice in formulating the school program, we feel that this vital phase of "Dem-

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ocracy at Work" really works.—By RAY BALLOU, Junior School Psychologist, The Ashland City Schools, Ashland, Ohio.

### TEACH APPRECIATION OF GOOD RADIO PROGRAMS

Almost all students listen to 'the radio. To train them to listen intelligently and to appreciate the best should be one of our aims.

Write to General Motors' Symphony of the Air, and you can secure free individual copies of programs for the coming month-punched, ready for notebooks. They are well-illustrated, wellwritten, pleasing to students. Try spending \$8.00. Five of it will buy the New York Philharmonic programs for the season. We post them on the bulletin-board, and discuss the compositions and artists with students. The other three dollars will bring you a weekly copy of Opera News from the Metropolitan Opera Guild, giving the opera of the week and other interesting information. This is perhaps the most popular magazine on the entire display board.

It takes only that extra little shove to push across the needed incentive to make a young student feel that he will miss a great deal if he does not listen to the best programs. We feel that our high school students are excellent followers of the best on the air, and that such aids as the above have helped to attain this goal.

A "pet" idea of mine is that high schools are not giving enough emphasis to training students to be intelligent listeners to the radio, intelligent readers of the newspaper, nor intelligent spectators at the movies.-NAOMI A. KEAST, Director of Music, Ft. Lauderdale, Florida, High School.

### How An Assembly Committee Grew

(Continued from page 280)

and the safe return of our boys. gave us an opportunity to have the boys march out again to "When Johnny Comes Marching Home", thus closing on a somewhat optimistic note. Then the stage guild, of whom I have said nothing so far,

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although they had been invaluable to us. came to me and wished longingly for a jeep for center stage. A delegation visited first the office (this time no urging was necessary), then the auditorium with a measuring tape, and finally the local Coast Guard Station. The Coast Guard not only loaned a jeep (which was kept as a big surprise to everyone) but came down after school when no one was around and placed it center stage, and then attended our program in a body. In return. we asked their captain to receive the ieeps and planes from our supervising princi-

Meanwhile, the art department had been busy making placards, one set giving the room number and rank in achieving its goal, to be fastened to the jeep as each dedication was made, and another of red, white and blue V's, giving the total sales for each room and carried by the girls giving the room reports and forming a live V around our jeep for the finale. The development of this program may sound very much as though, like Topsy, it "just grew", and in a sense that is true, but it went off beautifully with a spirit and feeling that brought tears to the eyes of the public who had been invited and lumps to the throats of many of our boys and girls. It was really their program; they had accomplished all of this themselves and had produced a program which I know will live in their memories for many years.

Less than four months had passed, but what a change had occured in the atmosphere at Sewickley High School. A spirit of unity, a feeling of actually belonging and being an integral part of things pervaded the student body. A friendly cooperative spirit had developed between students, faculty and administration. Disciplinary problems had dropped to an al'time low as activities developed by leaps and bounds. All due to assembly programs, for we had merely fitted into a nattern of action initiated by a wise, sympathetic and understanding administration to promote the democratization and the revitalization of a small high school. This pattern has lived and grown until now, for the third year, our student Assembly Program committee, under faculty supervision, plans assembly programs which are a vital part of our school life and which are eagerly anticipated by students and faculty alike.

# Stunts for Programs and Parties

### The Lost Flea

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FIES

This stunt is purely for entertainment. If carefully rehearsed beforehand and properly presented, the rendition will always bring a burst of hearty laughter and applause.

The speaker takes his place before the group, holding one hand closed as if to confine an insect. His remarks run something like this:

I was unable to bring my whole flea circus, but I did manage to bring Oscar, my best single actor. He will do some tricks for you.

First, he will jump from my left hand to my right. "Alright, Oscar, ready, go." The speaker's eyes follow the line of Oscar's imaginary jump.

Now he will make a loop in his jump back into my left hand. "Alright, Oscar, ready, go." The speaker's eyes follow the imaginary loop.

"That's fine, Oscar, now for the big one."
Oscar will now turn over twice as he jumps

back to my right hand.

"Oscar, ready, go!" The speaker watches Oscar take off, but Oscar disappears.

"Oscar, Oscar." The speaker looks about. "Oscar, Oscar, where are you? Oh there you are." The speaker excuses himself as he reaches for Oscar in the hair of someone on the plaform or of someone on the front seat.

Having retrieved the insect, the speaker looks at it closely, then exclaims, "Oh, this isn't Oscar."

### Recalling a List of Objects

The method employed in this memory stunt is applicable to many situations, but in its simplest form it will make fascinating entertainment. With a few minutes study, anyone can be prepared to appear before an audience, invite persons in it to suggest, say, twenty-five objects, and repeat the list without a single error or failure. Here is how to do it.

Associate permanently in your mind each number with some particular setting. For convenience, you may assign the number such scenes, in sequence, as appear to you in the course of a day—for instance: 1, bedroom; 2, closet; 3, bathroom; 4, stairway; 5, hall; 6, dinning room; 7, living room; 8, kitchen; 9, porch; 10, sidewalk; etc. Drill yourself on these associations until they are well fixed in your mind—until 3 suggests bathroom, 8 suggests kitchen, etc.

Now suppose the first object named for your demonstration is clock. Imagine that on awaking you found a clock on your wall, on your dresser, or on your bed—maybe a lot of clocks. Suppose number 2 is book. Imagine that in your closet you find a stack of books, perhaps they are piled so high that they fall out on the floor when the

door is opened. Suppose that for number 3 someone suggests a horse. Imagine that you find a horse in the bathroom, perhaps in the bathtub. These are crazy scenes—but the crazier the better. When you have heard the list of objects and repeated each in turn while you have fixed the appropriate scene in mind, you are ready to repeat them—in the order they were given or in any other order. Two will recall book; one, clock; three, horse; etc.

With an hour's preparation in fixing the permanent associations in your mind, you will be ready to astonish an audience with your marvelous memory"—the ability to recall twenty-five objects. You can increase the number to one hundred as soon as you have given numbers one to one hundred their respective scenes or settings and fixed those associations in your mind.

You can make this demonstration a captivating show, but don't try twice on the same evening or you will get your associations mixed. And don't ever explain to your audience how you do it.

### Think No Evil

This is a riotous stunt with a serious purpose. It can be adapted to almost any organization. (Substitute member's names for A, B, C, D, E, and F.)

- A: Mr. Chairman, there is a matter that I regret to have to bring up here. At first it may seem to be a personal affair, but there is a principle involved that concerns every person present. I regret to mention it, but B is wearing my sweater that was taken from the cloakroom last week. (Hat, coat, or other property may be substituted) What's more, she is wearing it today. (The sweater is an old or gaudy one.)
- B: Mr. Chairman, of all the nerve. This is my sweater. I bought it at—and I can prove it, etc.
- C: Mr. Chairman: That is A's sweater. I was at her home when she received it by mail from her Aunt in California.
- D: Mr. Chairman: That sweater belongs to B. I was with her when she bought it.
- E: Mr. Chairman: This is unfortunate. I suggest that, since both these girls seem to have a claim on this sweater, they draw straws for it and hush this whole matter up.

The chairman asks each if she will consent to such a settlement. Each refuses, but finally consents. The chairman proceeds to prepare for the drawing of lots, but is interrupted.

F: Mr. Chairman: This matter is a disgrace. It is bad enough for this shameful incident

to have happened in our meeting. Now it is infinitely worse for all of us to be made a party to it by resorting to gambling to settle the question. I shall personally take this matter to the superintendent (or other authority)

G: Mr. Chairman: This is unfortunate, but we should settle this difficulty here. We must not let a report get out. It will reflect upon us personally and upon our organiza-

Chairman asks A and B to drop the matter. Both insist on settling the matter by lot as agreed. He then appeals to F to drop his objections. He refuses.

G: (again) Mr. Chairman: I can appreciate how F feels, how we all feel. Since this sweater does not appear to be of great value

and since F insists on getting us all into trouble over this incident, I should like to appeal to A and B to drop the matter and both give up their claims, with the suggestion that the sweater be given to F.

The chairman asks F if she will accept the sweater, and she says "No", but not very convincingly. He then appeals to A and B who finally consent. Then the Chairman offers the sweater to F. She reluctantly accepts the sweater and puts it on. All the actors then come to the front of the

Chairman: This little stunt is intended to remind us that we should all be very slow to believe any uncomplimentary remark that we may hear about a fellow member of (name of organization).

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